DOCUMENT RESUME

ED 158 431 EA 010 861

TITLE Instructional Development Leadership: A Study in Change.

INSTITUTION Educational Improvement Center of Northwest New Jersey, Morris Plains.

PUB DATE 78

NOTE 199p.; Not available in paper copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS Change Agents; *Change Strategies; Educational Planning; Elementary Secondary Education; *Instructional Improvement; *Organizational Development; Problem Solving

ABSTRACT

In 1975-76 the Educational Improvement Center field tested a program to provide instructional leaders with knowledge and skills in planning and organizational development and to create a functioning network of instructional change agents. Participants were instructional leaders such as principals, superintendents, media specialists, and head teachers from 12 New Jersey school districts. Personal goals for participants were to improve openness, communication methods, planning techniques, problem-solving procedures, and awareness of organizational patterns. The overall project goal was to develop a network of self-renewing schools where goals and objectives are analyzed, problem-solving techniques are used, decision-making is shared, and cooperative group relations exist. The training consisted of systems planning training sessions followed by participant identification of specific district problems, development of plans of action, and implementation of the plans. After one year, self-assessment of participants showed personal growth increases in all goal areas. In addition, paticipants reported that 20 projects were adapted, developed, or influenced by the program. Unanticipated outcomes included a participant self-support network and opportunities to share information with other groups. An appendix contains program plans, all instruments developed or adapted as part of the program, training designs, a list of products of the program, and case study records. (Author/JM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED158431

INSTRUCTIONAL DEVELOPMENT LEADERSHIP

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A STUDY IN CHANGE

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Thomas S. Hamill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EA 010 861

EDUCATIONAL IMPROVEMENT CENTER NORTHWEST

A REGIONAL SERVICE CENTER OF THE
NEW JERSEY STATE DEPARTMENT OF EDUCATION

INSTRUCTIONAL DEVELOPMENT LEADERSHIP

A STUDY IN CHANGE

EDUCATIONAL IMPROVEMENT CENTER - NORTHWEST NEW JERSEY

202 Johnson Road

Morris Plains, New Jersey

A REGIONAL SERVICE CENTER OF THE
NEW JERSEY STATE DEPARTMENT OF EDUCATION

JOSEPH T. PASCARELLI - IDL PROJECT MANAGER

EDUCATIONAL IMPROVEMENT CENTER - NORTHWEST NEW JERSEY
202 Johnson Road
Morris Plains, New Jersey

Spring, 1978

Product developers of the Educational Improvement Center-Northwest New Jersey are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, therefore, do not reflect necessarily the official policy of the New Jersey State Department of Education or the United States Office of Education. EIC has afforded the Project Manager the opportunity of researching, designing, and field-testing the Instructional Development Leadership Program.

Fred G. Burke
Commissioner of Education

Ralph H. Lataille
Deputy Commissioner

STATE BOARD OF EDUCATION

Ruth Mancuso, President	Glassboro
P. Paul Ricci, Vice President	Vineland
S. David Brandt	Cherry Hill
William Colon	Jersey City
Anne S. Dillman	Perth Amboy
Constance Montgomery	Morristown
Katherine Neuberger, Chairperson Board of Higher Education	Lincroft
Sonia B. Ruby	Atlantic City
Jack Slater	Paterson
Susan Wilson	Princeton

Secretary, Fred G. Burke, Commissioner of Education

EX OFFICIO

T. Edward Hollander, Chancellor, Department of Higher Education

Educational Improvement Center
of Northwest New Jersey
202 Johnson Road - Building 3
Morris Plains, New Jersey 07950
Thomas S. Hamill, Ed.D.
Executive Director

(201)539-0331

"...The self is the center of a person's existence, his frame of reference for dealing with life. Persons who approach their problems with an air of 'can do' are already far ahead of those who begin with a 'can't do' attitude, expecting defeat. With a positive view of self one can dare, be open to experience, and confront the world with open arms and quiet certainty"

Arthur W. Combs, Donald L. Avila, and William W. Purkey, HELPING RELATIONSHIPS: BASIC CONCEPTS FOR THE HELPING PROFESSIONS. Allyn and Bacon, Boston, 1971, p. 144.

"...IDL, for me, is an ongoing and energizing support system."

An IDL Participant, March, 1978.

TABLE OF CONTENTS

Introduction 1

Participants in the Instructional Development Leadership Program 2

Instructional Development Leadership: A Description 6

Prototype Training Designs, Other Types of Designs, and Instrumentation 20

Impact 31
- Self-Assessment Data 32
- Project/Product Outcomes 38
- Some Special Kinds of Linkages 42
- External Linkages 45
- A Reflection 48

Bibliography 49

Appendices
- Appendix A: Instructional Development Leadership Program Plans 68
- Appendix B: Instrumentation 70
- Appendix C: Training Designs 83
- Appendix D: IDL Products 107
- Appendix E: Case Study Records 148

INTRODUCTION

The Educational Improvement Center of Northwest New Jersey has been committed to helping districts in the region produce and sustain planned educational change. It offers a variety of technical assistance services which range from training workshops and conferences to small group planning and development sessions and individual consultations. Organizational development, individualizing instruction, affective education, grantswriting, gifted and talented, early childhood, Thorough and Efficient planning, NDN adaptions, special education, and curriculum-building are some of the kinds of support services provided.

This study is about one prototype for planned change -- the Instructional Development Leadership Program. Based in part upon the internal-external change model, it has demonstrated ways in which the components of the Center can become a functional part of districts by developing a cadre of instructional leaders. The Instructional Development Leaders act as catalysts and facilitators ".....to develop and carry out mutual understandings (plans) for identifying, obtaining, transforming resources helpful to their districts." (Definitions of Linker Functions, 1977)

As a result of this effort, we have discovered, or in some instances rediscovered, that...

- the process of change is slow and difficult and can only be sustained in a nurturing environment. (Hersey and Blanchard, 1972)
- before planned change processes stabilize, they are often disquieting to parts of the systems.

- the four sequential levels of change in people are: 1) knowledge changes; 2) attitudinal changes; 3) behavior changes; and 4) group or organizational performance changes. (Hersey and Blanchard, 1972)

- the change agent, as learner, must be responsible for, identify, and plot over time his/her personal growth, the growth of the group of which he/she is a part, and the growth of the organization.

- the change agent or linker has multiple roles which range from information giver to program or process facilitator and ultimately to capacity-builder. (See Crandall in Nash and Culbertson, 1977)

- the internal-external linking concept is appropriate to the local district and EIC relationship.

- change agents or linkers are not neutral channels for conveying resources, but inevitably draw on their agency values and strategies. (Definition, 1977)

- multiple parts of linking systems must demonstrate their inter-relatedness throughout the change process.

- change thrives in open, caring, and responsive environment.

In one sense, this report marks the end of formal training sessions or a type of field test designed to provide instructional leaders with knowledges and skills in planning and organizational development. In another sense, it recognizes the creation of a functioning network of instructional change agents who draw upon the people, product, and process resources that exist within the self-renewing environments of 1) their respective districts; 2) each others districts; and 3) EIC. These multiple linkages are explored in the Impact section.

Implications for this field-test are far-reaching. Additional funding can make possible the following:

1) creating multiple and on-going instructional leaders throughout the six-county region;

2) enabling present IDL participants to assume some training responsibilities for new groups;

3) developing co-operative groups to include LEA, SEA, and intermediate unit educators who function both as trainees and trainers;

4) extending the present training design to groups of teachers and administrators in each IDL district;

5) establishing the present IDL participants as an ad hoc EIC consulting cadre of instructional leaders.

The IDL network is a living and dynamic network that is nurtured by multiple interactions or linkages. It has a richness and fullness unique to it. This study attempts to capture a slice or two of that uniqueness.

PARTICIPANTS IN THE

INSTRUCTIONAL DEVELOPMENT LEADERSHIP

PROGRAM

PARTICIPANTS IN THE INSTRUCTIONAL DEVELOPMENT LEADERSHIP PROGRAM

George Andrusin
Assistant Superintendent of Curriculum and Instruction
Project Manager of the district Thorough and Efficient Process
Wanaque Public Schools
Wanaque, New Jersey

Roger Canto
Elementary Reading Supervisor
Project Manager of State and NDV Validated Programs
Montaque Public Elementary School
Montaque, New Jersey

Robert B. Clemence
Elementary School Principal
Madison Public School District
Madison, New Jersey

Geraldine Cooper
Elementary School Headteacher
Sussex-Wantage Public Schools
Sussex, New Jersey

Edward Dudes
Assistant Superintendent of Curriculum and Instruction
Project Manager of the district Thorough and Efficient Process
(Elementary Principal during Year I of Program)
Sparta Public Schools
Sparta, New Jersey

Peter Eisele
Elementary School Principal
Project Manager of the district Thorough and Efficient Process
Harding Public Schools
Harding, New Jersey

Dr. Arlene Jorgenson
Assistant Superintendent of Curriculum and Instruction
(retired during Year II of Program)
Sparta Public Schools
Sparta, New Jersey

Victoria B. Kerr
County School Program Co-ordinator (Monitor of the Thorough and Efficient Process for county schools)
Passaic County Office of the State Department of Education
Pompton Lakes, New Jersey
(Administrative Assistance and District Co-ordination of Thorough and Efficient Process during Year I of Program)

Judy Kohlbach
County School Program Co-ordinator (Monitor of the Thorough and Efficient Process for county schools)
Right-to-Read County Co-ordinator
Trainer of State Validated Program
Sussex County Office of the State Department of Education

Margaret Lamb
Co-ordinator of District Reading Program and Reading Teacher
Co-ordinator of Title I and Compensatory Education Programs
District Project Manager and State Trainer of an NDN Validated Program
Harding Public Schools
Harding, New Jersey

Robert Newhouse
Middle School Principal
(Elementary School Principal during Year I of Program)
Madison Public School District
Madison, New Jersey

Sharon R. Raffer
Elementary School Principal
Co-ordinator of district Gifted and Talented Programs
Project Manager of the district Thorough and Efficient Process
Pequannock Public Schools
Pequannock, New Jersey

Joseph Roberts
Senior High School Principal
Project Manager of an NDN Adaption
(Assistant High School Principal during Year I of Program)
Madison Public School District
Madison, New Jersey

Sr. Helene Romano
Elementary School Principal
In-service Staff Development Leader
St. Mary's School (Paterson Diocese)
Morristown, New Jersey

Betty Shrader
Elementary School Principal
(Grade level Teacher Representative during Year I of Program)
Mendham Township Schools
Mendham, New Jersey

Walter Sims
Elementary School Principal
In-service-staff Development Leader
Madison Public School District
Madison, New Jersey

Tarcila Sutterley
School Director, Teacher Trainer, Teacher, Consultant
Myschool, Inc.
Morristown
and
Staff Development Consultant
Assumption School (Paterson Diocese)
Morristown, New Jersey

Barbara Swasey
Co-ordinator of Reading Program
Mount Olive Township Schools
Budd Lake, New Jersey

Joseph T. Tusiani
Program Manager, Instructional Development Leadership Program
Educational Improvement Center - Northwest New Jersey
Morris Plains, New Jersey

INSTRUCTIONAL DEVELOPMENT LEADERSHIP PROGRAM: A DESCRIPTION

During the middle of the first year of the Instructional Development Leadership Program, the Program Manager identified a need to describe the Phenomenon called IDL*. Up to that point in time all that existed in print was the initial EIC flyer, a systems model design on butcher paper, formal workshop agendas, some needs assessment information, and a set of hastily-prepared transparencies describing the program. The dynamism of the program, we agreed, did not allow us to capture it on paper. Of course, this was a rationalization. A small group of IDL participants agreed to assume the task of developing a brief perspective which represents the reality of the phenomenon as it existed for the Instructional Development Leaders.

INSTRUCTIONAL DEVELOPMENT LEADERSHIP PROGRAM: A PERSPECTIVE

The districts of Harding, Madison, Mendham Township, Montaque, Mount Olive, Parsippany-Troy Hills, Pequannock, Sparta, Sussex-Wantage, and the Archdiocese of Paterson (Assumption School, Morristown and St. Mary's School, Wharton) are working with the Educational Improvement Center of Northwest New Jersey in developing the Instructional Development Leadership Program.

The IDL Program is designed primarily to give school personnel opportunities to explore, design, and adapt educational techniques. New knowledges and skills in effective instructional leadership are being acquired by participants at bi-monthly or periodic training sessions. Instructors, assistant superintendents, classroom teachers, principals, supplemental teachers, curriculum coordinators, county of-

---

*Hereafter in this paper, IDL will be used as an abbreviation for Instructional Development Leadership

fice school program coordinators, media specialists, and student services personnel apply this training to their school settings where they are working collaboratively with their colleagues in continuing self-renewing processes.

The self-renewing school provides an environment where goals and objectives are analyzed; where people discuss and productively deal with problem-solving; where decision-making is shared; and where cooperative group relationships exist. The Instructional Development Leadership program is striving to reinforce this concept of a healthy, functioning school system through a series of nurturing experiences including case studies, analyses, simulations, formal skill development workshops, peer consultations, visitations, readings, films, design activities, presentations, and target area workshops and seminars conducted by educational specialists and Educational Improvement Center of Northwest New Jersey consultants. Working on their own projects, while also collaborating on research and program development, the Instructional Development Leadership program participants contribute to the case studies. Therefore, the integrated training program activities provide opportunities for the Instructional Development Leadership participants to internalize and apply the concepts and ideas of four major goal categories:

1. <u>To develop the knowledges, skills and strategies of organizational development</u>: utilizing collaborative decision-making and problem-solving processes; identifying and analyzing leadership expertise; and analyzing

organizational climates and interpersonal trust strategies.

2. To develop capabilities of educational planning: analyzing needs; developing and assessing goals; identifying and selecting alternatives; and implementing, evaluating and recycling.

3. To develop attitudes for improving instructional design: identifying and selecting teaching-learning strategies; identifying developmental models; and designing adoption, adaption, and developmental strategies (NDN programs, products from regional labs, Title III, etc.)

4. To develop effective communication and interpersonal relations' approaches: analyzing social systems; establishing communications networks; and designing and/or selecting group dynamics training strategies which have individual, intra-group, inter-group, organizational and trans-organizational foci.

In the commitment to meeting the changing needs of children, the Instructional Development Leader and Program Manager together serve as linkers between the world of the educational theorist and researcher and the world of the practitioner. The services of the IDL participant and the Program Manager are defined in terms of the local district needs.

As a local district administrator and/or staff member, the IDL participant devotes his/her time working with members of the educational community in the continuous process of improving instruction and providing a nurturing environment.

Instructional Development Leadership
Program Participants, 1976.

In the Spring of 1975 the Educational Improvement Center of Northwest New Jersey, responding to regional needs for increased instructional leadership training, sent notice of the Instructional Development Leadership Program plans. (See Appendix A). Interested districts attended one of two general orientation sessions at the Center at which the general scope of the program was reviewed and specific concerns were addressed. The program required an intense commitment to long-range planning and district support for developing and utilizing an instructional change agent. By early June twelve districts entered into contracts with the Center. The districts agreed to release representatives for training at no less than twenty sessions and to grant the representatives (trainees) a minimum of fifty hours during the school year to work with staff to implement instructional change. In turn, the Center agreed to co-ordinate the Program, provide consultants and materials and technical assistance in all phases of the training both at the Center and in the districts. Simultaneously, the Program Manager did a thorough national search of change agent literature/training products. The knowledge base was classified into five fairly discrete content areas: Organizational Development, Systems Planning, Curriculum Design, Interpersonal Communications, and Schools as a Social System (e.g. anthropology, futurism, humanities, etc.). From this design an outline was developed, along with a conceptual model. The design outlined five areas: Program Goals, Collaboration, Roles, Strategies, and Evaluation.

Program Goals. Participants acquire increased knowledges, skills, experiences and develop positive attitudes in specific goal areas.

They are as follows:

1. Participants will have demonstrated increased openness and ease of interpersonally relating to others in the group.

2. Participants will have demonstrated an increased skill and willingness to utilize effective staff communications methods. This particularly applies to giving information to others about their behavior and receiving information about one's own behavior.

3. Participants will have demonstrated an increase of skill in sharing initiative in developing a practical plan for action.

4. Participants will have developed and demonstrated skill in using systematic problem-solving procedures.

5. Participants will have widened and shared perceptions of some new varieties of organizational patterns.

6. Participants will have increased their knowledges and attitudes in the following underlying elements of the IDL Project:

    a. The School as a Social System (Getzels and Thelen)
    b. Educational planning (Kaufman and IDI models)
    c. Organizational Development (Schmuck, et al.)
    d. Communications and Interpersonal Relationships

Collaboration. The primary actors are the internal and external change agents or linkers (Havelock, 1973 and Nash and Culbertson, 1977.) The internal change agent (IDL trainee) is a practicing or aspiring administrator chosen by the district superintendent to participate. The external change agent is the EIC Program Manager who exists essentially outside the district. One kind of collaboration occurs as the Program Manager provides input and other stimuli during formal training sessions held at the Center. Another kind occurs when the Program Manager consults with the IDL trainee in the district or

school. This interaction is process assistance rather than formal training. Yet the interaction may influence formal training, just as the formal training influences what occurs in the district. These types of internal-external linkage are fundamental to the program.

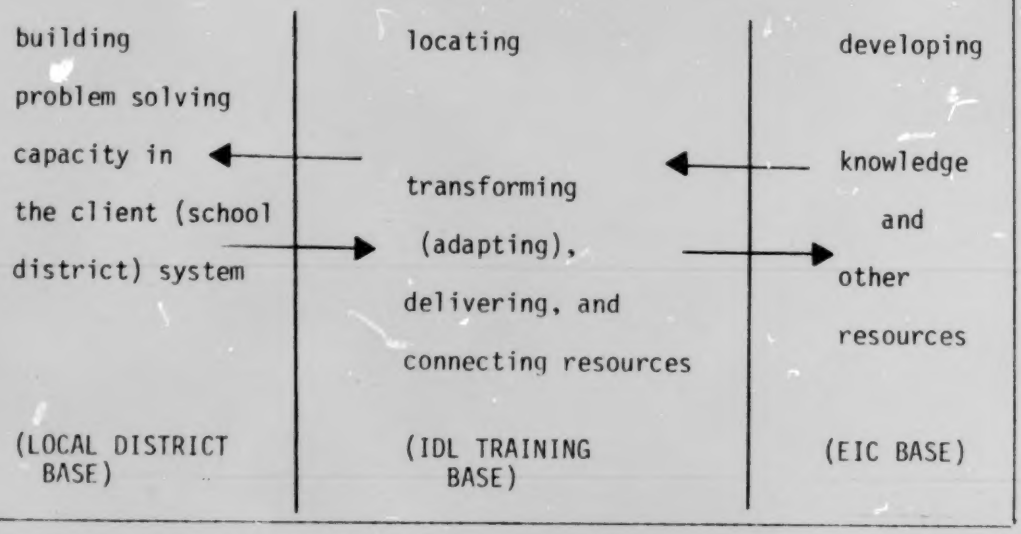
The EIC intervention base broadens when staff members assume roles at the formal training sessions. They also provide field support to the IDL trainee when appropriate. For example, they (EIC staff) may consult or conduct workshops with the trainee and his/her district or school groups.

A third type of collaboration is that which takes place between the IDL trainee and an identified sub-group in his/her district. This is usually the trainee's target group.

All of these collaborations overlap when, for example, the IDL Program Manager and IDL trainee co-facilitate a planning session with the district sub-group. Another variation occurs when the IDL trainee brings his/her district sub-group to EIC for a workshop conducted by the Program Manager and/or other EIC consultants.

Roles. Perhaps the broadest definition of the IDL trainee and the Program Manager's role is that of linking agent. Crandall defines it as "...an individual who helps others engaged in problem-solving by connecting them to appropriate resources." (Nash and Culbertson, 1977). Fig. 1 represents a role model that plots the core functions of the IDL trainees and Program Manager.

Fig. 1 DEFINITIONS OF LINKER FUNCTIONS (DEFINITIONS, 1977)


building problem solving capacity in the client (school district) system
locating transforming (adapting), delivering, and connecting resources
developing knowledge and other resources
(LOCAL DISTRICT BASE)
(IDL TRAINING BASE)
(EIC BASE)

The collaboration mentioned earlier occurs in the middle section (IDL Training Base) of Fig. 1 and in the left- section (Local District Base) as process or technical assistance. The resource system is the EIC Base. The IDL trainees are formally assistant superintendents, curriculum co-ordinators, teachers, specialists, county co-ordinators who learn, practice, and apply linking skills to help their district sub-groups recognize and increase their problem-solving capacity.

Strategies. Basically the interactions which occur throughout the program are:

- five day summer training workshops
- one day training sessions held bimonthly or monthly at EIC
- small-group problem-solving sessions at EIC
- district consulting sessions between the Program Manager and the IDL trainee
- district planning sessions with sub-groups
- district training sessions
- special seminars or evening sessions
- on site visits (e.g. Regional lab., school)

Evaluation. Formative and summative impact information is collected using varied techniques. These will be discussed in the Impact section. This section defines the Spheres of Influence of the program. Change and/or growth in skills, knowledges, attitudes and experiences will be determined at a two year plus interval and appear as a formative report.

Sphere I is defined as the IDL trainee - Self.

The Self

Sphere II is defined as the IDL group - all the trainees and Program Manager collectively.

The IDL Group

Sphere III refers to the identified District sub-group - the staff or team of each district together with the individual IDL trainee.

The District Sub-group

The ultimate goal of the IDL program is to develop a network of self-renewing schools. These schools have the adaptability and capability to adjust continually to changes in their environment. This dimension will be assessed summatively at a three year plus interval and will include data on new impact levels.

The Conceptual Model. (Fig. 2) This linking model is a macro-design.

Fig. 2 CONCEPTUAL MODEL: MACRO-DESIGN

INSTRUCTIONAL DEVELOPMENT LEADERSHIP PROGRAM
EDUCATIONAL IMPROVEMENT CENTER -- NORTHWEST NEW JERSEY

	Aug.	Sept.	Oct.	Nov.-Dec.	Jan.-Feb.	Mar.	Apr.-May	June-July	Sept.
Focal Area	Orientation and Community Building	Decision Making	Analysis of Setting	Define Problem Identify Resources	Identify Select Alternative Strategies	Evaluate Strategies	Organize Build Prototype	Plan and Develop	
School Activities		Community Building	Decision Making	Analyze and Identify Problem	Identify and Select Resources and Strategies	Select Alternative Strategies	Identify and Select Evaluate Strategies	Organize and Build	Implement
On-going Training	Planning →								
	Organizational Development →								
	Communications -- Interpersonal Relationships →								
	Instructional Design →								
School as a Social System (Consultants)	Communicator, Change Agent D. Fyffe J. Mason	Humanities Anthropologist	Planner	Futurist	R. Havelock and others (Change) Trips -- Research for Better Schools, R.I.S.E., other sites				

Using a long-range planning perspective, it acknowledges common training applicable to linking agent functions. During the first year of the program, large blocks of systems planning training are scheduled. Simultaneously, trainees will begin to identify specific problem areas within their school districts. Using the problem-solving approach, they will develop plans of action which include problem areas, alternative solutions, selections of appropriate solutions, implementation stages and evaluation designs. These will be real-world projects. These training stages are labeled Focal Area in the Model (Fig. 2). The next section of this Conceptual Model (School Activities - Fig. 2) is the application of these newly acquired skills. For example, trainees will acquire model-building skills in April/May and begin to implement these skills in their districts by the beginning of year II. This, then, is the individual project.

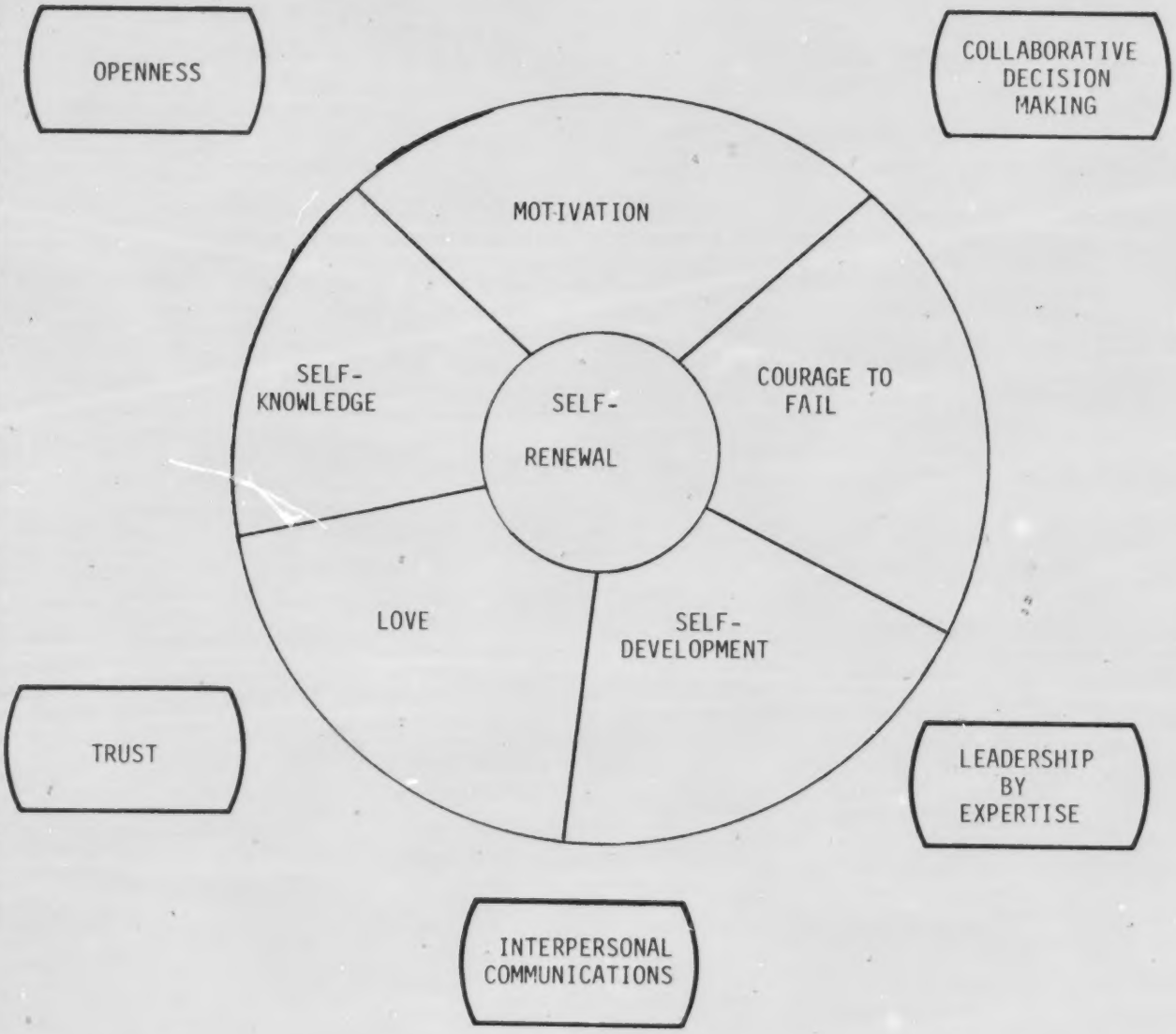
The content of the On-Going Training section (Fig. 2) will be determined by assessing the needs of the group. The need for visiting consultants will be determined by interest inventories and scheduled throughout the duration of the program. This area is called School as a Social System (Fig. 2). The microdesign aspect of the project applies to trainees as they use planning and organizational development skills in dealing with district problems/projects. For example, one project may involve identifying and adapting an NDN program while another may deal with teambuilding while still another may be the designing and implementing of a staff

development model. Heterogeneity of projects is encouraged and valued as an extra opportunity for growth through sharing. The IDL Model is a systems model for change. As a supra-system, it exchanges matter, energy, and information and maintains itself in a steady state. Within it a number of subsystems (district projects), operate in dynamic interplay. (Griffiths, in Carver and Sergiovanni, 1969).

On another level, it is a humanistic change model based upon the personal growth dimensions of self-knowledge, self-development, motivation, the courage to fail and love. (Gardner, 1963) Stretching these dimensions further, we see them manifested on the organizational level as trust, openness, interpersonal caring, collaborative decision-making and leadership by expertise. All this is based upon the intrinsic belief in the human capacity of self-renewal. (See Fig. 3)

Fig. 3 SELF-RENEWAL:

THE SELF, THE GROUP, AND THE ORGANIZATION*



* A conceptual model adapted by J. T. Pascarelli, Program Manager, IDL

PROTOTYPE TRAINING DESIGN

OTHER TYPES OF TRAINING DESIGNS

INSTRUMENTATION

PROTOTYPE TRAINING DESIGN

This section defines the formal training workshops sponsored at the Center for IDL trainees. The designs for these sessions are determined by needs assessment data gathered formally three times per year (See Appendix B , Personal Development Form and Skills I Need to Acquire).

Each design emphasizes an experiential learning mode which includes seven stages:

1) DO
2) LOOK
3) LEARN
4) THEORIZE
5) APPLY
6) RE-LOOK OR RE-EXAMINE
7) REFINE

For example, in a given session trainees may acquire skills in creative problem-solving by DOING. They then debrief or LOOK at behaviors. LEARNING is then explored and the Program Manager or special consultant next THEORIZES by delivering a lecturette (See Pfeiffer and Jones Annuals). APPLICATION occurs back in the trainees' school sites. At a subsequent session, they share (RELOOK) and REFINE by means of case-study analyses. In this manner, participants have opportunities for getting immediate support in personal problem-solving areas.

Ten major components comprise most training designs. (See Fig. 4) They are as follows:

1. Team-building Activity
2. Knowledge Transfer and/or Skill Acquisition

3. Updating and Reviewing Newly-acquired Resources (Products, Processes, etc.)

4. Adapting and Utilizing Change Agent Instrumentation

5. Case-study Sharing and Problem-solving

6. Presentations by People Resources

7. Planning Update and Training: Thorough and Efficient Process

8. Planning and Design Activities

9. Sketching Design for Next Session

10. Debriefing

Team building activities enable participants to "enter" the group environment by sharing feelings and attitudes, by collaboratively exploring values positions, or by building together a learning or work-group base. A trusting and open environment is sought. Northwest Regional Lab's A Description of My Organization and Its Setting and Simon, Hawley, and Britton's Satisfaction Grid (See Appendix B) are representative content pieces.

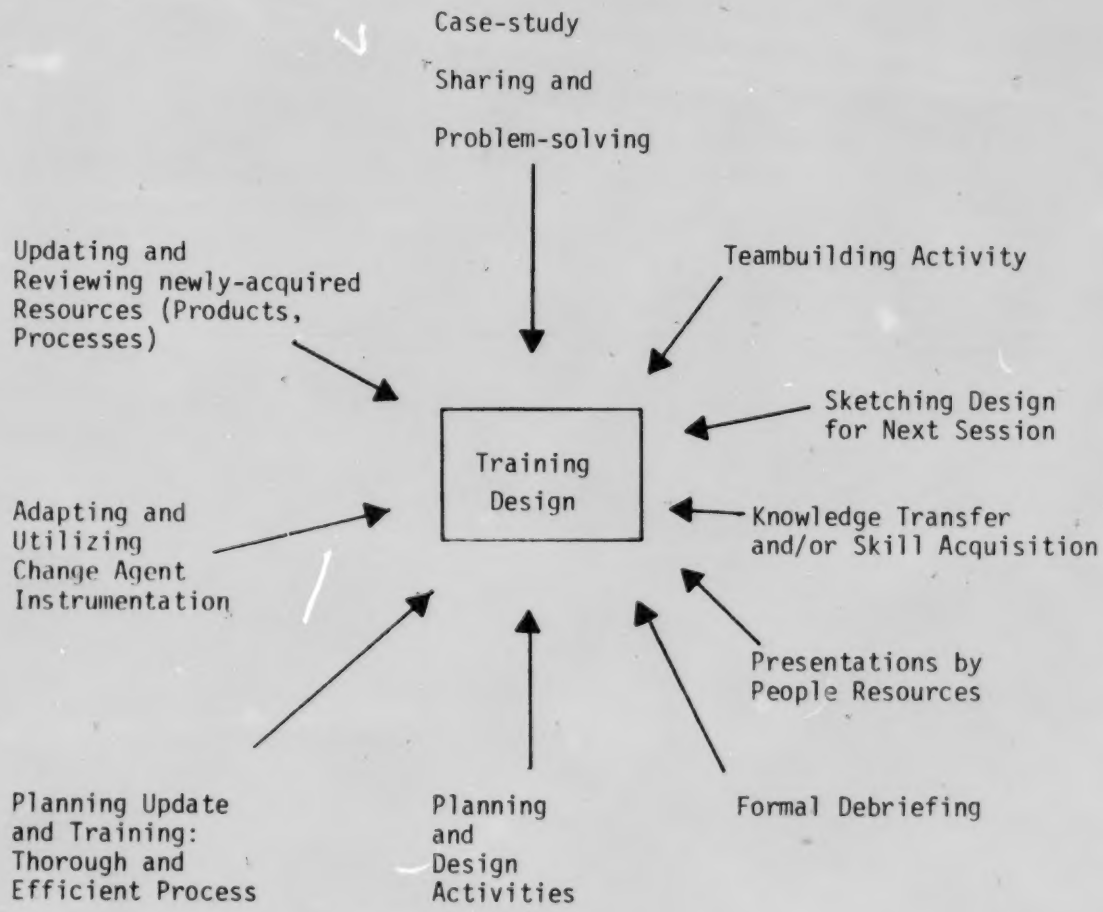
Knowledge Transfer and/or Skill Acquisition. Included in this area are:

Learning to use Carkhuff's Interpersonal Skills (See Carkhuff, et al., 1976)

Acquiring skills in using Northwest's Force Field Analysis (See Research Utilizing Problem-Solving, RUPS, Northwest Regional Lab.)

How to Select Instructional Programs (See Instructional Product Selection Kit, SWRL Educational Research and Development)

FIG. 4 COMPONENTS OF A TRAINING DESIGN *



*Based upon Havelock's 26 assumptions on change agent training (Havelock, 1971)

Conflict Resolution Strategies

(See Pfeiffer and Jones 1974 Annual)

Updating and Reviewing Newly-acquired Resources (Products, Processes, etc.). At each session representatives from the Information Retrieval component of the Center share newly-acquired products. Trainees review materials and discuss its relevance. This information is carried back to their respective school districts alerting other administrators and teachers. Consultants from the Dissemination component of the Center review new funding deadlines, NDN program materials, information on national curricula, and upcoming Center workshops. Other Center staff members participate when appropriate.

Adapting and Utilizing Change Agent Instrumentation. Instruments like FIRO-B, Description Scale, and Problem-Analysis Questionnaire are used to enable trainees to learn more about themselves and their interactions and to share with the group. (See Appendix B)

Case-Study Sharing and Problem-Solving. This is perhaps one of the most relevant components of the design. Trainees report their experiences in applying new techniques and in identifying real problems in their school districts. Using problem-solving techniques, trainees work in trios or quartets. Skills acquired, such as paraphrasing, systems planning, and problem analysis, are used by the support groups. One trainee, for example, shared a planning need as she assumed a project management role in the Thorough and Efficient process. Over a period of 3 months, periodic problem-solving sessions were held. As a result, she successfully designed a goal-setting process involving various members of her educational community. Other members received assistance from the group in

drafting ESEA Title IV-C proposals, implementing NDN programs, designing in-service programs, assuming new leadership roles, resolving role-conflict issues, designing county training programs, analyzing an EIC problem, and resolving organizational issues concerning the IDL program.

Presentations by People Resources. Influenced by Getzels and Thelen's "School as a Social System" model (Getzels and Thelen, 1960), the Program Manager and IDL trainees identified outside consultants to provide additional perspectives on change agentry. Among these were:

Dr. Ronald Havelock, an NIE consultant, who conducted a one-day change agent training session;

Dr. Thelma Newman, an educational consultant-change agent;

Dr. Evelyn Ogden, a State Department of Education dissemination specialist;

Mr. L. Lanzolatti, a NASA engineer-futurist;

Mr. J. Morgan, an organizational development consultant;

Mr. Muska Mosston and Ms. Sara Ashworth, developer-trainers, Center on Teaching project;

Dr. James Mason, Marketing Research Director, Research for Better Schools, Inc.

Ms. Jocelyn Williams, Assistant Superintendent of Curriculum and Instruction, Madison, N.J.

In addition the trainees participated in a one-day orientation session at Research for Better Schools, Inc., Philadelphia, where they interacted with curriculum developers, planners, and dissemination and marketing analysists.

Planning Update and Training: Thorough and Efficient Process. The implementation of a state comprehensive planning process (Thorough and Efficient) affects all New Jersey districts. Six of the trainees are project managers of their district's Thorough and Efficient programs. As a result, periodic updates and case study activities occur as trainees analyze this process.

Planning and Design Activities. Applying planning and design skills help trainees internalize learning and adapt it to their "real world" settings. Using such tools as systematic planning schema (Kaufman, 1972), comprehensive planning processes (The Comprehensive Development Process, 1975), as well as Northwest Lab's Preparing Educational Training Consultants - PETC I, II, and III, trainees develop products to be used in their districts. These products are shared and often become part of the Vertical File collection of the Center.

Sketching Design for Next Session. Using the Intervention theory for Planning Organizational Development (Northwest Regional Educational Laboratory, PETC III, Procedure 7-8, 1973.) the Program Manager begins sketching the subsequent training design at the conclusion of each session. Goals or expectations, assumptions, resources and strategy flows are explored. These are refined by the Program Manager between workshops and agendas are shared before the next session.

Debriefing. At formal debriefing sessions IDL trainees review the degree to which outcome goals were accomplished, the degree to which their individual expectations were met, the manner in which the group functioned, and the learnings that took place.

These training designs are aimed at providing optional learning opportunities for IDL participants. This means designs that:

1) are internally consistent;

2) are sequential, with each segment building in in the preceding segment;

3) take into consideration the stage of development and maturity of participants;

4) has built-in checkpoints to assess growth levels;

5) develops sufficient cohesiveness among participants early in the program to sustain the confrontation that generally emerges in later stages.*

IDL participants have acquired skills in transferring these criteria to locally-developed staff training designs.

---

*Lawrence N. Solomon. "Team Development: A Training Approach," The 1977 Annual Handbook of Group Facilitators, Iowa City, Iowa: University Associates Press, 1972, p. 187.

OTHER TYPES OF TRAINING DESIGNS

Twice each year special dinner-meetings are sponsored by the IDL program for sponsoring superintendents, Board members, and also administrators from other districts who indicate an interest. These sessions are designed for the following purposes:

1) to present an IDL update to sponsoring superintendents and Board members;
2) to present a mini-experiential awareness training session;
3) to provide an opportunity for interaction for trainees, administrators, EIC staff, and others;
4) to explore future directions of the IDL program.

IDL members, with the support of the Program Manager, design and facilitate these sessions.

Another kind of workshop design is a small group work session held at the Center. There are instances in which four to six trainees consult with the Program Manager and each other. An agenda is designed to accomodate such needs and, working in trios or as a total group, trainees apply problem analysis techniques.

Appendix C contains a representative cross-section of designs used during the program. The November 11, 1976 is probably the most typical while the December 20, 1976 and April 4, 1977 agendas reflect special sessions.

INSTRUMENTATION

Assessment and diagnosis of needs and problems are fundamental to the Instructional Development Leadership program. Periodically, data-collection instruments are identified, adapted, and in some cases designed by the Program Manager and the Leaders to teach, train and sense groups. They serve the following specific purposes:

1) to provide the Project Manager and Leaders with individual and group needs (these needs ultimately determine the formal Training designs/sessions held periodically at the Center;

2) to provide the Leaders with knowledges and skills in the area of assessment techniques;

3) to provide the Leaders with base-line information regarding self-growth needs;

4) to provide Leaders with methods of maintaining on-going record-keeping of their individual and group behaviors as members of the IDL group (these are shared and analyzed by the group);

5) to provide Leaders with methods of applying these record-keeping skills in their respective school settings. (Results are systematically examined by the IDL groups at formal study analysis.)

6) to provide Leaders with information and experiences they can turnkey to their respective staffs, departments, teams, etc..

These are the types of instruments used to gather such data:

Checklists

Questionnaires

Standardized Tests

Record-keeping Narratives and Logs

Contracts (Anecdotal)

Inventories

Profiles

Value Scales

Observation Guides

Surveys

Reaction Sheets

Appendix B lists sample instruments. Most are drawn from nationally-disseminated training products and have been adapted to gather information on an on-going basis. An example of this is the Assessment Checklist for Personal Development which was used four times during the program to influence training activities.

IMPACT:

SELF-ASSESSMENT DATA

PROJECT/PRODUCT OUTCOMES

SOME SPECIAL KINDS OF LINKAGES

EXTERNAL LINKAGES

A REFLECTION

SELF-ASSESSMENT DATA

IDL participants were asked to rate the degree to which they had acquired and demonstrated increased knowledges, skills, positive attitudes, and increased frequency of experiences with respect to the six goal areas of the program. The goals as previously mentioned, are:

1. Participants will have demonstrated increased openness and ease of interpersonally relating to others in the group.

2. Participants will have demonstrated an increased skill and willingness to utilize effective staff communications methods. This particularly applies to giving information to others about their behavior and receiving information about one's own behavior.

3. Participants will have demonstrated an increase of skill in sharing initiative in developing a practical plan for action.

4. Participants will have developed and demonstrated skill in using systematic problem-solving procedures.

5. Participants will have widened and shared perceptions of some new varieties of organizational patterns.

6. Participants will have increased their knowledges and attitudes in the following underlying elements of the IDL project:

    a. The School as a Social System (Getzels and Thelen)
    b. Educational planning (Kaufman and IDI models)
    c. Organizational Development (Schmuck, et al.)
    d. Communications and Interpersonal Relationships

Self assessment was used in three spheres. Instruments like FIRO-B (Schutz, 1967) provided feedback for participants on the Self (Sphere of Influence I). The rating scales which follow relate

to impact data on the participant as he/she relates to the IDL group (Sphere of Influence II) and to IDL participants as a leader of his/her district group (Sphere of Influence III).

Table I indicates the degree of growth that occurred among the members of the IDL group between the first month of the program and the early part of Year III. The instrument is a 5-point rating scale, with 1 representing no evidence/incidence and 5 representing a high degree of evidence/incidence. Mean scores appear for each goal area, along with incremental differences.

Responses indicate that growth increases have occurred in each of the six goal areas. The total average increment is 2.02 which is significant on the 1 - 5 rating scale. Checklists, record-keeping narratives, role descriptions, and profiles maintained during this training period support these findings. Samples of these appear in Appendix E .

Table II is based upon the same rating scale but deals with the IDL participant's impact with his/her district subgroup.

Results again indicate growth in each of the six goal areas. The total average increment is 1.57, still significant for a 5-point rating continuum. Checklists and record-keeping narratives developed and shared at IDL sessions support these findings. Appendix E includes some record-keeping samples.

Respondents were asked to state those factors which helped them

TABLE I . ASSESSMENT DATA ($\bar{x}$ = mean score; N=16)

SPHERE I. Within the IDL Group

	Year I	Year III	Difference
Goal I. Increased openness.	5 4 3 2 1 $\bar{x}$ = 2.38	5 4 3 2 1 $\bar{x}$ = 4.32	1.84
Goal II. Effective staff communications.	5 4 3 2 1 $\bar{x}$ = 2.19	5 4 3 2 1 $\bar{x}$ = 4.11	1.92
Goal III. Development of action plans.	5 4 3 2 1 $\bar{x}$ = 2.22	5 4 3 2 1 $\bar{x}$ = 4.22	2.00
Goal IV. Systematic problem-solving.	5 4 3 2 1 $\bar{x}$ = 2.36	5 4 3 2 1 $\bar{x}$ = 4.39	2.03
Goal V. Organizational patterns.	5 4 3 2 1 $\bar{x}$ = 2.04	5 4 3 2 1 $\bar{x}$ = 4.25	2.21
Goal VI. Underlying IDL elements.	5 4 3 2 1 $\bar{x}$ = 2.14	5 4 3 2 1 $\bar{x}$ = 4.25	2.11

TABLE II. ASSESSMENT DATA ($\bar{x}$ = mean score; N=16)

SPHERE II. With significant others (subgroups) in districts.

	Year I	Year III	Difference
Goal I. Increased openness.	5 4 3 2 1 $\bar{x}$ = 2.72	5 4 3 2 1 $\bar{x}$ = 4.47	1.75
Goal II. Effective Staff communications.	5 4 3 2 1 $\bar{x}$ = 2.47	5 4 3 2 1 $\bar{x}$ = 4.11	1.64
Goal III. Development of action plans.	5 4 3 2 1 $\bar{x}$ = 3.69	5 4 3 2 1 $\bar{x}$ = 4.44	0.75
Goal IV. Systematic problem-solving.	5 4 3 2 1 $\bar{x}$ = 2.67	5 4 3 2 1 $\bar{x}$ = 4.28	1.61
Goal V. Organizational patterns.	5 4 3 2 1 $\bar{x}$ = 2.41	5 4 3 2 1 $\bar{x}$ = 4.16	1.75
Goal VI. Underlying IDL elements.	5 4 3 2 1 $\bar{x}$ = 2.25	5 4 3 2 1 $\bar{x}$ = 4.19	1.94

achieve these goals. The findings clustered around six key areas. They are:

Support by the IDL Group: shared commitment, openness, trust, encouragement, acceptance, concern, caring, sharing, non-judgmental support, genuineness

Opportunities to use/Application of Skill Training: interpersonal communications, planning and problem-solving skills, team planning, safe tryouts or practice-runs, system analysis, etc.

Understanding of the Self: increased awareness, increased self-confidence, increased credibility based on belief in self, new insights

Knowledge of EIC resources: awareness of resource materials in Learning Resource Center; interactions with EIC consultant staff; exposure to nationally-developed materials; skill in identifying resources; knowledge of new materials

Expansion of role in districts: increased responsibilities, new areas of influence, creative opportunities available

Leadership of Project Manager: effective leadership, integrity, commitment, flexibility, innovativeness, support, modeling role, facilitating role, willingness to give

These data seem to reveal a favorable growth pattern taking place as the IDL participants acquire and begin to apply newly-learned skills and knowledges with each other and with their district subgroups.

Factors that inhibited growth were:

The Self: shyness, lack of self-confidence

Time Management: poor planning

Natural Resistance to Change (in LEA's)

Interviews also were conducted to determine additional perceptions about the IDL program. One third of the IDL trainees, two superintendents and one peer administrator participated. Responses indicate that the support of the IDL group, opportunities to apply training and increased understanding of the Self contributed to the growth that occurred.

Both superintendents felt the program goals were met and would recommend similar kinds of training for the next level of supervisory personnel-assistant principals, chairpeople and guidance counselors.

Respondents expressed the need for three to four meetings throughout the year to continue the nurturance. One explained, "You've got to touch base with people you grow and learn with in a safe environment." Another reflected, "I need to go to a place where I can think about the things I'm doing.....I now have a group of people to charge me up. They provide refueling. A support group is the key.....being with a group of people with similar yet different experiences. They help me -- advise me -- provide support -- problem-solved with me on my problem.....They take a personal interest in me. Personal growth. That's the main thing. We must continue to be a support group for each other."

The peer administrator reported, "I watched her gain knowledge, techniques and skills and the confidence to use them. I was envious."

PROJECT/PRODUCT OUTCOMES

As mentioned earlier in this paper, the various micro-designs which comprise the IDL supra-system are made up of special target projects. What follows is a list of some of the projects managed by IDL participants. In most cases, the projects were either developed or adapted as a direct result of the IDL program. In others, they are influenced directly by the IDL program. IDL participants, in all cases, are educational leaders or managers of these projects.

The following project/products have been adapted, developed, and/or influenced by IDL participants:

Project/Product	District - IDL Participant
Interning for Learning, a N.J. validated program	Wanaque (G. Andrusin) Sussex County (J. Kohlbach) Sussex-Wantage (G. Cooper) St. Mary's, Wharton (Sr. Helene Romano)
Strategies in Early Childhood, Waupun, Wisconsin, an NDN program	Montaque (R. Canto) Wanaque (G. Andrusin) Pequannock (S. Raffer)
Individual Language Arts, Weehawken, N.J., an NDN validated program	Madison (W. Sims) Madison (R. Clemence)
Primary Language Activities for Youngsters, a funded N.J. program, IV-C Developmental	Wanaque (G. Andrusin, developer)
Project Focus, Roseville, Minnesota, an NDN program	Madison (J. Roberts)
Positive Attitude Toward Learning, Bethalto, Illinois, an NDN program	Harding (M. Lamb) Mendham (B. Shrader)

Curriculum for Meeting Modern Problems (The New Model Me), Lakewood, Ohio, an NDN program	Madison (R. Clemence)
Project ACTIVE, an NDN validated program	Montaque (R. Canto)
Project S.A.I.L., a N.J. validated program	St. Mary's, Wharton (Sr. Helene Romano)
Project Right-to-Read	Montaque (R. Canto) Mount Olive (B. Swasey) Sussex County (J. Kohlbach)
Thorough and Efficient Management Plans	Wanaque (G. Andrusin) Pequannock (S. Raffer) Sparta (E. Dudes) Harding (P. Eisele) Parsippany-Troy Hills and Passaic County Office (V. Kerr) Sussex County Office (J. Kohlbach) Montaque (R. Canto, Assistant)
STEP Program	Madison (R. Clemence)
Mathematics, Social Studies, and Language Arts Curricula	Wanaque (G. Andrusin)
Physical Education Curriculum	Montaque (R. Canto)
Reading Curriculum	Montaque (R. Canto)
Program for Gifted and Talented	Pequannock (S. Raffer)
Learning Centers for Spelling (minigrant, 1978)	Sussex-Wantage (G. Cooper)
English Curriculum	Sparta (E. Dudes)
Staff Development Training Designs	Myschool (T. Sutterley) Madison (R. Newhouse) Madison (W. Sims) Montaque (R. Canto) Wanaque (G. Andrusin) Mount Olive (B. Swasey) Harding (P. Eisele) Harding (M. Lamb)

Special target projects are not the only areas influenced by IDL participants. They also apply learned skills in their day-to-day responsibilities as principals, curriculum co-ordinators, and supervisors. Their interventions range from a two-person relationship to large groups of teachers, administrators and community groups.

Functioning mainly at the process level, their relationships with their groups are determined by the following stages of planned change:

- Identification of the Concern
- Diagnosis of the Situation
- Data-gathering
- Considering Action Alternatives
- Resource Retrieval
- Trying an Action Plan
- Determining and Maintaining Improvement*

Appendix E contains role descriptions and narratives which illustrate this point. Although role shifts occur frequently due to changing expectations, IDL participants tend to function primarily as planners, linkers, managers, and trainers. One participant, for example, assesses needs and designs staff development programs. Another principal-reading co-ordinator team from one district designs and conducts curriculum in-service training. Still another participant

---

*Preparing Educational Training Consultants: Consulting (PETC-II). Portland, Oregon: Northwest Regional Educational Laboratory.

as adapted three NDN programs. A team of four principals from one LEA has implemented team-building and problem-solving designs. IDL participants interface regularly with all components of the Educational Improvement Center by consulting with staff, by utilizing materials in the Learning Resource Center, and by attending other training sessions. They regularly enlist the skills of the Program Manager to consult, to plan, and to train district groups. However, the Program Manager's key role in the district is to function as a back-up support to the IDL participants in their leadership roles.

Additional linkage occurs when IDL participants utilize EIC consultants and materials with district subgroups. Numerous training activities and consulting sessions occur in IDL districts. Most of these interventions are channeled through the Program Manager and the IDL participant. It's not unusual for three or four such interventions to be in progress simultaneously in any one district involving EIC consultants and different subgroups of that district.

SOME SPECIAL KINDS OF LINKAGES

An IDL self-support network exists. This network was not part of the original Conceptual Model (See Fig. 2) but began to develop serendipitously during Year I. At present IDL participants consult with each other informally by phone and in person. More impressively, they act as facilitators, planners, and workshop leaders in each others' districts.

What follows is an illustration of the network in action.

S. Raffer, T & E Co-ordinator of Pequannock, has used the following IDL colleagues to conduct in-service training in her district:

G. Andrusin - Futures and the Social Studies Curriculum

T. Sutterley - Humanistic Education

V. Kerr - Decision-making (Teacher mini-course)

Sr. Helene Romano - Individualized Instruction (Teacher mini-course)

M. Lamb - Curriculum and Media

J. Pascarelli - T & E Training Values Education

More than 50 such interactions have occurred within the network in the past two years.

Further linkage occurs. The Educational Improvement Center has invited IDL participants to present planning models at County workshops, to facilitate training workshops, both at the Center and in

other districts. Upon occasion the Program Manager and a small group of IDL participants co-facilitate sessions at conferences sponsored by the State Department and other professional organizations.

What follows is a partial list of such special linkage activities:

T. Sutterley and J. Pascarelli - co-trained teachers at Morris Hills Regional School District

M. Lamb and J. Pascarelli - co-trained educators in affective education at New Jersey State Urban Conference

M. Lamb - state trainer, NDN Positive Attitude Toward Learning, NDN Project

S. Raffer - presented at Morris County T & E Co-ordinators Workshop

S. Raffer - member of New Jersey Task Force on Gifted and Talented

E. Dudes - presented at Sussex County T & E Co-ordinators Workshop

G. Cooper and J. T. Pascarelli - co-facilitated an Organizational Development Training Workshop at EIC-NW

T. Sutterley, W. Sims, and J. T. Pascarelli - co-facilitated at Annual Conference of Association of Supervision and Curriculum Development

B. Shrader, T. Sutterley, and Sr. Helen Romano - co-trained teachers in Communications Strategies, Totowa

The Dissemination/Diffusion component of the Center views IDL impact in the following perspective:

> The IDL program has emerged as a solution strategy to the problem of bringing the results of research and development to the educational practitioner. For years planners on the national level have agonized over the investment of energies in the development of these R&D products which were not installed. ...The concept of resource faciliatation at the Educational Improvement Center of Northwest New Jersey includes the identification of people and product resources and the establishment of a delivery system. IDL participants have helped to expand this system. For example, one IDL principal, during visits to innovative schools east of the Mississippi, has identified innovative programs which have implications for the northwest region. As a result, these programs will present awareness training for other districts in the region.
>
> In addition to providing input, IDL participants provide formative feedback on the applicability of resources. For example, prior to dissemination of a nationally-validated early childhood program, several members reviewed the materials and made suggestions concerning their potential adaptability to local needs. Margaret Lamb of Harding is an excellent example of resource facilitation. She was trained by the developers of the Positive Attitude Toward Learning Project at Bethalto, Illinois and is now functioning as a state trainer for the program. This is a rare case -- a local district reading coordinator also functioning as a state linker.

EXTERNAL LINKAGES

An unpredicted outcome of the IDL Program is its ability to influence the larger, supra-systems of which it is a part - national and state agencies. The National Institute of Education has identified the IDL conceptual model as an innovative internal-external prototype. Sharing the concept with regional labs and state/national linkage projects has enabled IDL impact to occur on national levels.

What follows is a list of impact activities conducted/experienced by the IDL Program Manager to date:

- presented IDL Model at the Linker Training Conference, sponsored by NIE for Regional Laboratory and Center staff in the Co-operative Linker Training Project and R & D Utilization Contracotrs, 1976.

- contributed to the national list of Co-operative Project (Linker Competency) Lists, co-ordinated by NIE. (The Assessment Feedback Form developed by the IDL Program), 1976.

- functioned as a team member in conducting an on-site review of the Northwest Regional Educational Laboratory, Portland, Oregon, 1976.

- reviewed and received feedback on the IDL Program from R. Schmuck, Jane Arends, and Dick Arends at the Center for Educational Policy and Management, University of Oregon, Eugene, Oregon, 1976.

- reviewed the IDL concept with key staff at Stanford Center for Research and Development, Stanford, California, and the Far West Laboratory for Research and Educational Development, San Fransisco, California, 1976.

- shared the IDL Model and co-facilitated a two-day Linker Training Processes Conference, sponsored by the Council of Chief State Officers, Washington, D.C., held at Columbia, S.C., 1977.

- facilitated a linker training session at the 1977 Dissemination Conference, sponsored by USOE, 1977.

- participated and presented at a special NIE planning/needs assessment Intermediate State Agency session, sponsored by NIE, 1977.

- participated on the National Task Force in Linkage Definitions on Functioning, sponsored by USOE and NIE, November, 1977 (see Definitions of Linker Functions Conference Paper, 1977).

- co-presented the IDL concept with an IDL trainee for a doctoral group of organizational development candidates at Teachers College, Columbia University, New York, N.Y., 1977.

- co-facilitated linker training programs with product developers Ruth Emory and Rene Pino of the Northwest Regional Educational Laboratory, Portland, Oregon, 1977.

- conducted linker training for the R & D Utilization Contractors (NIE Linker Programs in the states of Florida, Michigan, and for the National Education Association, Washington), 1977-1978.

- functions as a process consultant for NIE - Consumer Services Branch (on call).

- participated as a resource consultant for the Human Resources Inventory, being developed by the Northwest Regional Educational Laboratory, Portland, Oregon, 1978.

State linkages are occurring with other EIC and State Department consultants as demonstrated by the following activities:

- a Linker Training session with Ronald Havelock conducted for a group of forty-one State Education County Office professionals and EIC consultants, 1977.

- an awareness session on the IDL Program conducted for key staff members of EIC-Northwest and EIC-Central. This session was co-facilitated with an IDL trainee, 1977.

- formal awareness training session on the IDL concept at EIC-Northeast (scheduled for Spring, 1978)

- network planning activities including the four EIC's to identify/pool linker and organizational development resources (e.g. IDL model)

A REFLECTION

The many dimensions of the IDL Program have enabled it to fit into the national network of linkage models. As such, it becomes richer in quality, learning and sharing with pacesetters of educational change.

BIBLIOGRAPHY

BIBLIOGRAPHY

NATIONALLY DEVELOPED TRAINING PRODUCTS.

Educational Dissemination and Linking Agent Sourcebook: A Collection of Product Resources. Washington, D.C.: The National Institute of Education, 1976. A sourcebook which lists nationally-developed training products, their intended users, main emphases, descriptors, provisions and conditions of use, cost range and adaptability. Specific products used from this catalogue follow.

An Organizational Perspective on Planning and Problem Solving in Schools. Stanford, California: Stanford Center for Research and Development in Teaching.

CSE Elementary School Evaluation Kit: Needs Assessment. Los Angeles, California: Center for the Study of Evaluation.

CSE Evaluation Workshop I: An Orientation. Los Angeles, California: Center for the Study of Evaluation.

Curriculum and Instruction: Planning Improvement. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Determining Instructional Purposes: Unit I - Setting Goals; Unit II - Analyzing Problems; Unit III - Deriving Objectives; Unit IV; Unit V. San Francisco, California: Far West Laboratory for Educational Research.

Educational Information Consultant Instructional System. San Francisco, California: Far West Laboratory for Educational Research.

Ernstspiel Task Group Communications Kit. Eugene, Oregon: Center for Educational Policy and Management.

Evaluating a Curriculum Program: An Educator's Handbook. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Handbook of Comprehensive Planning in Schools. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Human Dimensions of School Improvement. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

"Individually Guided Education" (IGE) Multiunit School Implementation. Madison, Wisconsin: The Wisconsin Research and Development Center for Cognitive Learning.

Instructional Product Selection Kit (IPSK). Los Alamitos, California: SWRL Educational Research and Development.

Interpersonal Communications (IPC). Portland, Oregon: Northwest Regional Educational Laboratory.

Interpersonal Influence (INF). Portland, Oregon: Northwest Regional Educational Laboratory.

Inventory for Curriculum and Instructional Improvement. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Preparing Educational Training Consultants: Skills Training (PETC-I). Portland, Oregon: Northwest Regional Educational Laboratory.

Preparing Educational Training Consultants: Consulting (PETC-II). Portland, Oregon: Northwest Regional Educational Laboratory.

Preparing Educational Training Consultants: Organizational Development (PETC-III). Portland, Oregon: Northwest Regional Educational Laboratory.

Project Management: Basic Principles. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Proposal Development. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Pupil-Perceived Needs Assessment Package. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Research Utilizing Problem Solving (RUPS). Portland, Oregon: Northwest Regional Educational Laboratory.

Rural Futures Development (RFD) Strategy. Portland, Oregon: Northwest Regional Educational Laboratory.

School Planning, Evaluation, and Communication Systems (SPECS). Eugene, Oregon: Center for Educational Policy and Management.

Selecting a Curriculum Program: Balancing Requirements and Costs. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Strategies of Organizational Change System. Eugene, Oregon: Center for Educational Policy and Management.

Surveying Your Community: An Approach to Community Involvement in Schools. Philadelphia, Pennsylvania: Research for Better Schools, Inc.

Systematic and Objective Analysis of Instruction (SOAI). Portland, Oregon: Northwest Regional Educational Laboratory.

"Troubleshooting" Checklists (TSC). Austin, Texas: Research and Development Center for Teacher Education.

OTHER SOURCES.

"Administrative Staff Development." The Best of ERIC. Washington, D.C., April, 1975.

Alexander, Cathy. Learning Center Potpourri: A Handbook of Center Ideas. Cedar Knolls, New Jersey: Educational Improvement Center of Northwest New Jersey, 1975.

Alschuler, Alfred, Diane Tabor and James McIntyre. Teaching Achievement Motivation. Middletown, Connecticut: Educational Ventures, Inc., 1971.

An Educational Leader's Handbook for Humanizing and Individualizing Instruction. Cedar Knolls, New Jersey: Educational Improvement Center of Northwest New Jersey. 1976.

Ashton-Warner, Sylvia. Teacher. New York, New York: Bantam Books, 1963.

Assagioli, Roberto. Psychosynthesis. New York, New York: Viking Press, 1965.

Auction. Cleveland, Ohio: Creative Learning Systems, 1973. Simulation.

Barth, Roland. Open Education and the American School. New York, New York: Agathon Press, 1972.

Benne, Ken, Leland Bradford, Jack Gibb and Ronald Lippitt. The Laboratory Method of Changing and Learning. Palo Alto, California: Science and Behavior, 1975.

Bidwell, Charles E. "The School as a Formal Organization," in James G. March (ed.) The Handbook of Organizations. Chicago, Illinois: Rand McNally, 1965.

Blake, Robert R. and Jane Mouton. Consultation. Reading, Massachusetts: Addison-Wesley Publishing Co., 1976.

Blakely, Edward. "Decisions Among Citizens: Models, Processes and Roles of Educational Planners." Educational Planning. Vol. 1 (March, 1975) pp. 27-33.

Bloom, Benjamin (ed.). Taxonomy of Educational Objectives: Cognitive and Affective Domains. New York: David McKay co., Inc., 1972.

Blumberg, A. and Schmuck, R. "Barriers to Organizational Development for Schools." Educational Technology, November 1972, pp.30-34.

Blumberg, A. "The School Organization as the Target of Change." Educational Technology, November 1972, pp.9-10.

Boulding, Kenneth. "Expecting the Unexpected: the Uncertain Future of Knowledge and Technology." Designing Education for the Future No. 1. Prospective Changes in Society by 1980. New York: Citation Press, 1967.

Brenner, Marcella. "Sunbeams Out of Cucumbers: Why and How Training for Leadership in Education Must Change." Journal of Teacher Education, Vol.22 (Winter, 1971), pp.434-442.

Brown, George Isacc. Human Teaching for Human Learning: An Introduction to Confluent Education. New York: Viking Press, 1971.

Buchanan, P.C. "Organization Development as a Process Strategy for Change." Educational Technology, November 1972, pp.10-14.

Buhler, Charlotte and Melanie Allen. Introduction to Humanistic Psychology. Monterey, California: Brooks/Cole Publishing Co., 1972.

Canfield, Jack and Harold Wells. 100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976.

Carkhuff, Robert, David Berenson and Richard Pierce. The Skills of Teaching: Interpersonal Skills. Amherst, Massachusetts: Human Resource Development Press, 1976.

Carlson, Richard. Adaption of Educational Innovations. Eugene, Oregon: CASEA, 1975.

Carver, Fred and Thomas Sergiovanni (eds.). Organizations and Human Behavior: Focus on Schools. New York, New York: McGraw-Hill Book Co., 1969.

Castillo, Gloria. Left-Handed Teaching. New York, New York: Holt, Rinehart and Winston, 1974.

Catanesi, Anthony and Alan Steiss. Systemic Planning: Theory and Application. Lexington, Massachusetts: D.C. Heath and Co., 1970.

Charters, W.W., Jr. et al. The Process of Planned Change in the School's Instructional Organization. Eugene, Oregon: CEPM-CASEA, 1973.

Cole, Henry P. Process Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1972.

Combs, Arthur W. "The Human Side of Learning." Principal, III (January 1973), pp.39-42.

Co-operative Team Planning. Cedar Knolls, New Jersey: Educational Improvement Center of Northwest New Jersey, 1973.

Craig, JoAnne. "An Examination of the Faculty Growth Process." Educational Technology, September, 1976, pp.50-52.

"Curriculum Planning and Evaluation." The Best of ERIC. Washington, D.C., December, 1975.

Deal, Terrence, Kenneth Duckworth and Susan Robbins. A Survey-Feedback Approach to Developing Self-Renewing School Organizations. (Stanford Center for Research and Development in Teaching, R & E Memorandum No.126) Stanford University, January 1975.

"Definitions of Linker Functions and Linker Support Needs." USOE/NIE Belmont Conference Report, Elkridge, Maryland, Nov.1-4, 1977.

Educational Programs that Work. National Diffusion Network. U.S. Office of Education. San Francisco, California: Far West Laboratory for Educational Research and Development, 1975.

Educational Programs that Work. U.S. Office of Education. San Francisco California: Far West Laboratory for Educational Research and Development, 1976.

Encapsulation. Cleveland, Ohio: Creative Learning Systems, 1972. Simulation.

Featherstone, Joseph. "The Primary School Revolution in Britain." A Pitman, New Republic Reprint, New York: The New Republic, 1967.

Feitler, F.C. and Lippitt, L.L. "A Multi-District Organizational Development Effort." Educational Technology, November 1972, pp.34-38.

Fox, Robert S., Richard Schmuck, et al. Diagnosing Professional Climate of Schools. Fairfax, Virginia: National Training Laboratories Learning Resources Corp., Inc., 1973.

Gardner, John. Excellence. New York: Harper and Row, 1969.

Gardner, John. Self Renewal - The Individual and the Innovative Society. New York: Harper and Row, 1963.

Ghiselin, Brewster (ed.) The Creative Process. New York, New York: New American Library, 1052.

Goldman, S. and W. Moynihan. "Strategies for Consultant-Client Interface." Educational Technology, November 1972, pp.27-30.

Good, Thomas, Bruce Biddle and Jere Brophy. Teachers Make a Difference. New York: Holt Rinehart and Winston, 1975.

Gooler, D.D. and D.P. Ely, "The Impact of Organization on Curriculum Change." Educational Technology, November 1972, pp.39-42.

Havelock, Ronald. A Workbook of Checklists to Accompany the Change Agent's Guide to Innovation in Education. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, 1973.

Havelock, R., et al. Planning For Innovation. Ann Arbor, Michigan: Center for Research Utilization of Scientific Knowledge, 1973.

Havelock, Ronald. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, New Jersey: Educational Technology, 1973.

Hawkins, David. "Two Sources of Learning." Forum. Leicester, England, Autumn, 1973, pp.8-11.

Hawley, Robert. Human Values in the Classroom. Amherst, Massachusetts: Educational Research Associates, 1973.

Hawley, Robert and Isabel Hawley. A Handbook of Personal Growth Activities for Classroom Use. Amherst, Massachusetts: Education Research Associates, 1972.

Hearn, D. Dwain (ed.). Values, Feelings and Morals, Parts I and II. Washington, D.C.: American Association of Elementary-Kindergarten-Nursery Educators, 1974.

Heath, Douglas H. Humanizing Schools - New Directions, New Decisions. New York, New York: Hayden Book Co., 1971.

Herlig, Richard. National Dissemination Leadership Project. Conference Topic Paper. Washington, D.C.: National Institute of Education, March, 1977.

Hersey, Paul and Kenneth Blanchard. Management of Organizational Behavior. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Hess, F., and G. Greenstein. "Organizational Development: An Idea Whose Time Has Come." Educational Technology, November 1972, pp.57-60.

Hollaway, Otto. "Problem-Centered Team Teaching." Education Leadership, 27 (December 1970), ED 100928.

Howard, Harriet. "The Face of a Child." Elementary Education Today - Its Impact on Children. Washington, D.C.: National Education Association, 1971.

Hirschowitz, Ralph. "The Development of Staff for Institutional Change." Adult Leadership, January, 1975, pp.211-213.

Hitt, William D. Education as a Human Enterprise. Belmont, California: Wadsworth Publishing Co., Inc., 1973.

Humanizing Education: The Person in the Process. Washington, D.C.: Association for Supervision and Curriculum Development, 1967.

Individualized Instruction: A Selected Bibliography. Dayton, Ohio: Institute for Development of Educational Activities, Inc., 1968.

Individualized Learning Bibliographies. Philadelphia, Pennsylvania: Research for Better Schools, 1970.

Informed Schools in Britain Today. 23 Volumes. New York: Citation Press, 1967.

Jourard , Sidney. The Transparent Self. New York, New York: Van Nostrand Reinhold Co., 1971.

Katz, Daniel and Robert Kahn. The Social Psychology of Organizations. New York, New York: John Wiley and Sons, Inc., 1966.

Kaufman, Roger. "Accountability, a System Approach and the Quantitative Improvement of Education - An Attempted Integration." Educational Technology, March, 1972, pp.17-20.

Kaufman, Roger. Educational Planning. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Klausmier, Herbert. "IGE: An Alternative Form of Schooling." Systems Individualized Education. Berkeley, California: McCutcheon Publishing Corp., 1975, pp.48-83.

Koberg, Don and Jim Bagnall. The Universal Traveler. Los Altos, California: William Kaufman, Inc., 1972.

Koberg, Don and Jim Bagnall. Values Tech. Los Altos, California: William Kaufman, Inc., 1976.

Koerner, T. (ed.). "Humanizing the Schools; Its Meaning, The Principal's Role, and Several Approaches," NASSP Bulletin, 56 (February, 1972).

Lambie, W. J. "The Planner as Magician." Educational Planning. Vol. 1 (January, 1975) pp. 111-114.

Lehman, L. "Organizational Change and the Teacher." Educational Technology, November, 1972, 52-54.

Leichter, Hope Jensen. "Some Perspectives on the Family as Educator." Teachers College Record. December, 1974, 175-217.

Leonard, George. The Transformation: A Guide to the Inevitable Changes in Humankind. New York, New York: Dell Publishing Co., 1972.

Leonard, George B. "Visiting Day, 2001 A.D." Education and Ecstasy. New York: Dell Publishing Co., Inc., 1968.

Levine, D. M., Derr, C. B. and Junghans, R. P. "Educational Planning With Organizational Development: A People Involving Approach to Systemic Planning." Educational Technology, November, 1972, 14-26.

Lewis, James. School Management by Objectives. West Nyack, New York: Parker Publishing Co., Inc., 1974.

Lillie, David and Talbot Black. "Principles and Procedures in Technical Assistance: An Approach to Educational Change." Educational Technology, October, 1976, 33-36.

Lyon, Harold Jr. Learning to Feel - Feeling to Learn: Humanistic Education for the Whole Man. Columbus, Ohio: Charles E. Merrill, Publishing Co., 1973.

Mager, Robert F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, 1962.

Maguire, Louis, Standord Tamkin and Peter Cummings. An Annotated Bibliography on Administering for Change. Philadelphia, Pennsylvania: Research For Better Schools, Inc., 1971.

Mansbergh, Gerald (ed.). Systems Approaches to the Management of Public Education. Detroit, Michigan: The Metropolitan Detroit Bureau of School Studios, 1969.

Maslow, Abraham. Toward a Psychology of Being. New York: Van Nostrand Reinhold Co., 1968.

McHale, John. Shaping the Future: Problems, Priorities and Imperitives. Mimeo. Unknown.

McCutchan, Nancy, Rita Fernandez and Jean Coleman. Source Book of Training Products in Instructional Planning and Management. San Fransisco, California: Far West Laboratory for Educational Research and Development, 1972.

Miles, Matthew. Learning to Work in Groups. New York, New York: Teachers College Press, 1967.

Modelog: A Catalog of Comprehensive Educational Planning Component Models. Trenton, New Jersey: New Jersey Department of Education, 1975.

Molnar, Alex and John Zakorik (eds.). Curriculum Theory. Washington, D.C.: Association for Supervision and Curriculum Development, 1977.

Molnar, Sheila, R.F. Teachers in Teams: Interaction, Influence, and Autonomy. (Stanford Center For Research and Development in Teaching) Stanford University, November, 1971. ED 058177

Mosston, Muska. Teaching: From Command to Discovery. Belmont, California: Wadsworth Publishing Co., Inc., 1972.

Nash, Nicholas and Jack Culbertson (eds.). Linking Processes in Educational Improvement - Concepts and Applications. Columbus, Ohio: University Council for Educational Administration, 1977.

Newman, Thelma R. Changeover -- Breakthrough to Individualization. Wayne, New Jersey: Palisade Printing Co., 1976.

Novotney, Jerrold M. (ed.). The Principal and the Challenge of Change. Dayton, Ohio: Institute for the Development of Educational Activities, Inc., 1971.

Olsen, Carl O., Jr. "Teaching Team in the Elementary School," Education. (April/May, 1968), Ed 100928.

Otto, Herbert & John Nann. Ways of Growth. New York, New York: Viking Press, 1969.

Pfeiffer, J. W. and John E. Jones. A Handbook of Structured Experiences for Human Relations. 7 Volumes. Iowa City, Iowa: University Associates Press, 1972.

Paulus, Trina. Hope for the Flowers. New York, New York: Paulist Press, 1972.

Pearce, Joseph Chilton. Exploring the Crack in the Cosmic Egg. New York, New York: Pocket Books, 1975.

Piele, Philip K. Critical Analysis of the Role, Activities, and Training of Educational Linking Agents. Eugene, Oregon: ERIC Clearinghouse on Educational Administration, University of Oregon, August, 1975.

"Planning for a Change; A Resource Catalogue." Chicago, Illinois: Center for New Schools, Inc. (February, 1973), ED 083 668

Porter, Catherine and Richard Schmuck. Psychological Effects of Training in Organization Development or School District Personnel in Key Line Positions. Eugene, Oregon: CASEA, 1974.

Priority. Cleveland, Ohio: Creative Learning Systems, 1971. Simulation.

Raths, Louis, Merrill Harmin, and Sidney Simon. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio. Charles E. Merrill Publishing Co., 1966.

Robert, Marc. Loneliness in the School. Niles, Illinois: Argus Communications, 1975.

Rogers, Carl. Client-Centered Therapy. Boston: Houghton-Mifflin Co., 1965.

Rogers, Carl. "My Philosophy of Interpersonal Relationships and How It Grew." Journal of Humanistic Psychology, 13, 2 (Spring, 1973), 3-16.

Rogers, Carl. On Becoming a Person. Boston: Houghton-Millfin, 1961.

Rogers, Carl. On Encounter Groups. New York, New York: Harrow Publishers, 1973.

Rogers, Carl. "Self-Directed Change for Educators: Experiments and Implications." Preparing Educators to Meet Emerging Needs. New York, New York: Citation Press, 1969.

Rogers, Carl and Barry Stevens. Person to Person: The Problem of Being Human. New York, New York: Houghton-Mifflin, 1967.

Rose, Anthony and Andre Auw. Growing Up Human. New York, New York: Harper and Row, 1974.

Rosenau, Fred S. Career Development Opportunities for Educational Linking Agents: A Guide to Preliminary Planning and Location Resources. San Francisco, California: Far West Laboratory for Educational Research and Development, December, 1977.

Ruben, Brent and Richard Budd. Human Communication Handbook: Simulations and Games. Rochelle Park, New Jersey: Hayden Book Co., Inc., 1975.

Runkel, Philip J. Bibliography on Organizational Change in Schools: Selected and Annotated. Sugene, Oregon: CASEA, October, 1974.

Runkel, Philip J. Conditions for Success and Failure of Organizational Development in Schools. Eugene, Oregon: CEPM-CASEA, April, 1974.

Runkel, Philip and Richard Schmuck. Findings From the Research and Development Program on Strategies of Organizational Change at CEPM-CASEA. Eugene, Oregon: CASEA, September, 1974.

Runkel, Philip J. The Effects of Training for Organizational Development on Reports of Innovations Undertaken Over a Four-Year Period by the Elementary Schools of Two Districts. Eugene, Oregon: CASEA, March, 1974.

Samples, Bob. The Metaphoric Mind: A Celebration of Creative Consciousness. Reading, Massachusetts: Addison-Wesley Publishing Co., 1976.

Samples, Bob and Bob Wohlford. Opening. A Primer for Self-Actualization. Reading, Massachusetts: Addison-Wesley Publishing Co., 1975.

Sanders, Norris M. Classroom Questions: What Kinds? New York: Harper and Row, 1966.

Satir, Virginia. Making Contact. Millbrae, California: Celestial Arts, 1976.

Satir, Virginia. Peoplemaking. Palo Alto, California: Science & Behavior, 1972.

Schein, Edgar. Process Consultation: Its Role in Organization Development. Reading, Massachusetts: Addison-Wesley Publishing Co., 1969.

Schlack, Lawrence and John Kofel. "A Model for Educational Planning on a Regional Basis." Planning and Change. Vol. 5, pp. 219-224.

Schmidt, W. H. and Beckhard, R. Four Kinds of Meetings. The fact-finding conference. Monograph 1, Washington: Adult Education Association of the United States, 1956.

Schmuck, Richard, Jane Arends and Richard Arends. Tailoring Consultation in Organization Development for Particular Schools. Eugene, Oregon: CASEA, October, 1974.

Schmuck, R. "Developing Collaborative Decision-Making: The Importance of Trusting, Strong and Skillful Leaders." Educational Technology. November, 1972, 43-47.

Schmuck, Richard and Matthew Miles. Organization Development in Schools. Palo Alto, California. National Press Books, 1971.

Schmuck, R., P. Runkel, S. Saturen, R. Martell and B. Derr. Handbook of Organization Development in Schools. Palo Alto, California: National Press Books, 1972.

Schrank, Jeffrey. Teaching Human Beings: 101 Subversive Activities for the Classroom. Boston: Beacon Press, 1972.

Schutz, William. Joy. New York, New York: Ballantine Books, 1973.

Shared Decision Making. Professional Development Program. Irvine, California: Association of California School Administrators.

Shostrom, Everett. Freedom to Be. New York, New York: Bantam Books, 1972.

Silberman, Charles (ed.). The Open Classroom Reader. New York: Random House, 1973.

Simon, Sidney, Lelance W. Howe and Howard Kirshenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972.

Simon, Sidney, Robert Hawley and David Britton. Composition for Personal Growth: Values Clarification Through Writing. New York, New York: Hart Publishing Co., Inc., 1973.

Smith, Jack. Setting Conditions For Creative Teaching in the Elementary School. Boston, Massachusetts: Allyn and Bacon, Inc., 1966.

Stanford, Gene and Albert Roark. Human Interation in Education. Boston, Massachusetts: Allyn and Bacon, Inc., 1974.

Stevens, John O. Awareness: Exploring, Experimenting, Experiencing. New York, New York: Bantam Books, 1971.

Sutich, Anthony and Miles Vich (eds.). Readings in Humanistic Psychology. New York, New York: The Free Press, 1969.

Swaab, A. M. "Organizational Change and the Principal." Educational Technology, November, 1972, 55-57.

Tennyson, Robert. "The Role of Evaluation in Instructional Development." Educational Technology, September, 1976, 17-24.

The Comprehensive Development Process: Planning Kit. Cedar Knolls, New Jersey: Educational Improvement Center of Northwest New Jersey, 1975.

The Escondido Hidden Valley Management System. Escondido, California: The Escondido School District, 1976.

"The Student as Person-- A Vision Explored," Theory into Practice. Columbus, Ohio: The Ohio State University, XIII (December, 1974).

Thorough and Efficient: The Madison School Project. Trenton, New Jersey: New Jersey State Department of Education. Filmstrip/cassette.

Toffler, Alvin. Learning for Tomorrow: The Role of the Future in Education. New York: Vintage Books, 1974.

Toffler, Alvin (ed.). The Futurists. New York: Randhom House, 1972.

Trip to Mars - A Game for Change. Cleveland: Creative Learning Systems, 1971. Simulation

Trump, J. Lloyd. "On Humanizing Schools: Point of View and Basic Issues," NASSP Bulletin, 56, 361 (February, 1972), 9-16.

Tuckman, Bruce, Lawrence Ondrijack and Jocelyn Williams. "Planning for Future Outcomes: One District and Beyond." Educational Technology, March, 1977, 7-13.

Two-way Street. Cleveland: Creative Learning Systems, 1971. Simulation Game.

"Vandalism Prevention." The Best of ERIC, Washington, D.C., September, 1976.

Vitro, Frank and Bernard Yvon. "Ten Easy Ways to Become an Incompetent Teacher." Academic Therapy. Vol. 8 (Fall, 1972) pp. 11-14.

Weber, Lillian. The English Infant School and Informal Education: Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Weinstein, Gelald and Mario Fantini. Towards Humanistic Education - a Curriculum of Affect. New York, New York: Praeger Publishers, 1970.

White, Benjamin and Helen White. The Excitement of Change: A Book of Personal Growth. New York, New York: The Seabury Press, 1975.

Films and Filmstrips/Cassettes.

How Need Levels Effect Growth, Abraham Maslow (Filmstrip/Cassette) Chicago, Illinois: A.J. Nystrom and Co..

Towards Self-Actualization, Abraham Maslow (Filmstrip/Cassette) Chicago, Illinois: A.J. Nystrom and Co..

I Am. (14 minutes, color) White Plains, New York: Wombat Productions.

Gym Period. (13 minutes, color) Los Angeles, California: Franciscan Communications Center.

Future Shock. (42 minutes, color) New York, New York: McGraw-Hill.

Where All Things Belong. (28 minutes, color) Corte Madera, California: Essentia.

Cipher in the Snow. (24 minutes, color) Provo, Utah: Brigham Young University.

Learning How to Learn. (15 minutes, color) Melbourne, Florida: I/D/E/A.

Learning Through Inquiry. (22 minutes, color) Melbourne, Florida: I/D/E/A.

Joshua in a Box (5 minutes, color) Santa Monica, California: Stephen Bosustow Productions.

A Better Train of Thought. (12 minutes, color) Santa Monica, California: Bosustow Productions.

APPENDICES

APPENDIX A : INSTRUCTIONAL DEVELOPMENT

LEADERSHIP PROGRAM PLANS.

APPENDIX A: INSTRUCTIONAL DEVELOPMENT LEADERSHIP PROGRAM PLANS

WHAT IS AN INSTRUCTIONAL DEVELOPMENT LEADER?

An IDL is a professional staff member who devotes all or part of his/her time to working cooperatively with the administration and teaching staff in continually upgrading instructional methods and activities to meet the changing needs of children. An IDL serves as the link between the educational theorist and the practitioner.

HOW CAN ONE OF MY STAFF MEMBERS BE TRAINED AS AN INSTRUCTIONAL DEVELOPMENT LEADER?

EIC-NW is developing a comprehensive program of workshops and technical assistance to train a cadre of IDLs in Northwest New Jersey. The curriculum will begin with a full week intensive training session in August followed by twenty sessions scheduled throughout the 1975-76 school year. Twenty participants will be selected for training in this pilot program.

WHAT SKILLS AND KNOWLEDGES WILL AN IDL CONTRIBUTE TO MY DISTRICT?

An IDL will be trained in educational planning and design, including dissemination and diffusion, information retrieval, and evaluation. Specific skill areas include:

- -- building feelings of commitment, self-worth, and trust among all people working in the school
- -- identifying cirriculum needs
- -- considering alternative strategies for satisfying identified needs
- -- methods for selecting most appropriate strategies
- -- organizing resources necessary to carry out selected strategies
- -- techniques for implementing selected strategies
- -- the use of evaluation in the recycling of implementation strategies

WHAT ARE THE RESPONSIBILITIES OF MY DISTRICT?

- -- A representative from your district must be given release time to attend <u>all</u> IDL sessions at EIC-NW.
- -- The representative must be granted a minimum of fifty hours over the school year to work with the staff to implement curriculum change
- -- A district must pick up the cost of meals for participants attending EIC-NW training sessions.

WHAT ARE THE RESPONSIBILITIES OF EIC-NW?

- -- Coordinating IDL training program.
- -- Providing workshop consultants and materials.
- -- Providing technical assistance to districts involved in the IDL Training Program.

HOW CAN I LEARN MORE ABOUT THIS PROGRAM?

Tear off the attached form and return to: EIC-NW
Halko Drive
Cedar Knolls, N.J. 07927

NOTE: Further communication regarding IDL Training will be directed only to those who have returned the completed form.

NAME _____

POSITION _____

SCHOOL _____

SCHOOL PHONE _____

SCHOOL COUNTY _____

SCHOOL ADDRESS _____

_____

APPENDIX B : INSTRUMENTATION

Included herein are the various instruments developed, adopted or adapted as part of the IDL training design.

A Description of My Organization and Its Setting. (from Northwest Regional Educational Laboratory, Portland, Oregon)

This profile instrument enables leaders to describe major issues in groups; internal communication links; external power and influence links; and their position in relationship to others.

An Evaluation Model to Compare Curriculum Materials. (from Clark C. Abt, Abt Associates, Inc., Cambridge, Mass.)

This model is a technique for calculating the effectiveness of alternative curriculum materials by a detailed breakdown procedure and analysis of varied components.

Assumptions About Learning and Knowledge. (adapted from Barth, 1972)

This instrument is used to assess individual feelings about learning and knowledge. Each person rates his feelings on a spectrum ranging from Strongly Agree to Strongly Disagree in reference to given statements. It is important data in terms of sharing personal feelings with the group as a relevant representational picture of the group values and ideas on basic learning assumptions.

Blake's Managerial Grid. (from R.R. Blake and J.S. Mouton The Managerial Grid. Houston, Texas: Gulf Publishing Co., 1964)

Instructional Development Leaders plot their Leadership styles using case study data, share findings with others, and design strategies to improve.

Characteristics for Group Behavior.(from Schmuck, et al., 1972; adapted by J. T. Pascarelli and the Instructional Development Leadership Group)

A major part of the diagnostic work required in skills training for organization work is to scrutinize the intrapersonal, interpersonal, group, intergroup and organization processes. To diagnose skill needs accurately, one needs to verify what is problematic in these processes as they occur in the characteristics of group behavior. This enables the educational leader to record information on his/her interactions.

Checklist for Administrative Behavior. (from Marc Robert. Loneliness in the School. Argus Communications, Nile, Illinois, 1975)

Leaders can diagnose their relationship to their staffs concerning areas like playing favorites, lack of accessibility, and other seperators.

Considerations for Group Work. (from Schmuck, et al., 1972; adapted by the Instructional Development Leaders)

This checklist enables the user to determine helpful and non helpful behaviors in group interactions.

Contracting For Change. (developed by J. T. Pascarelli)

This contract enables Instructional Development Leaders to identify a value or goal area of their choice, to identify strategies, roadblocks, needs, and timelines and to complete a minimum of three action strategies which key into the value or goal area. In trios, leaders contract with others and monitor each other's progress.

Creative Administrator Behavior Checklist and Anecdotal Record. (from Smith, Jack, 1975; adapted by J. T. Pascarelli)

Leaders identify creative dimensions and maintain records on overt behavior with thier influence groups (e.g. letting teachers know that he/she respects creative teaching).

Creative Problem Solving Model. (from Koberg and Bagnall, 1972; adapted by J. T. Pascarelli)

The creative problem-solving model is used in gathering case study data for clinics designed by Instructional Development Leaders.

Critical Consulting Incidents Inventory. (developed by John Jones and Anthony Benet in Pfieffer and Jones 1977 Annual; being adapted by J. T. Pascarelli and the Instructional Development Leaders)

In general the inventory measures the gratifications that leaders (or others) seek in their interpersonal relationships. It is best used in a consulting - training context in which participants can examine their behavior.

Decision Making Procedures Checklist. (from the Northwest Regional Educational Laboratory training product, Portland, Oregon; adapted by J. T. Pascarelli)

Instructional leaders use this nine level composite as a debriefing method of determining procedures, topic selections, decision-making etc..

Description Scale. (developed by the Army Chaplain School, Fort Wadsworth, N.Y.)

Instructional Development Leaders maintain growth in such areas as teamwork, openness, competetiveness, leadership, dominance, etc. and share results with others to determine enhancing strategies.

Do's and Don'ts. (from Fox, Schmuck, et al., 1973)

This discrepancy questionnaire identifies administrators' and/or staff members' perceptions about climate factors like openness, collaboration, innovativeness, etc..

Firo-B Test and Scales. (developed by William Schutz, Consulting Psychologists Press, Inc., 1967)

FIRO-B stands for Fundamental Interpersonal Relations Orientation - Behavior. The scales measure how an individual acts in interpersonal situations and provides information that will facilitate the prediction of interaction between people.

Five Dimensions of Group Growth Anecdotal Grid. (from Northwest Regional Laboratory Training Product; adapted by J. T. Pascarelli)

Leaders record in anecdotal fashion how they attend to five group dimensions of Membership, Influence, Feelings, Individual Differences, and Productivity.

Functions Performed by Group Members. (from Fox, Schmuck, et al., 1973)

An observation sheet aimed at logging activities such as giving information, listening, etc. by each group member as perceived by each group member. A good source for use as feedback to the group.

Group Effectiveness Questionnaire. (from Schmuck, et al., 1972; based on an instrument developed by E. H. Schein, 1969)

This rating scale is used to obtain perceptions about the group meetings on a scale of 1 to 5, poor to good. The answers give some viable indication of the salience of the group process.

Group Expectations Survey. (developed by J. Wallen from the Northwest Regional Educational Laboratory training product, Portland, Oregon)

The group expectations survey provides interesting data about the communicative norms of the group for receptivity. The survey is useful not only for measuring and reporting data for discussion, but for showing group members that attempts at openness might be more safe than they formerly believed.

Guidelines For When and How to Diagnose the Climate of Your School. (from Fox, et al., 1973)

Guidelines, used as a checklist, lists behaviors, motivating forces and parameters of diagnosing the climate of schools.

Impressions Feedback. (developed by J. T. Pascarelli and Instructional Development Leaders)

This cumulative feedback form enables participants to record narrative statements about their impressions of training sessions.

Influence Dimension: Internal and External Organization Rating Scale. (from Linking Processes in Educational Improvement, 1977; adapted by J. T. Pascarelli)

Leaders may use this rating scale as discussion starters concerning issues on adopting or adapting an innovation.

Interpersonal Communication Inventory. (developed by Millard Bienvenu, Sr., in Pfieffer and Jones 1974 Annual)

The inventory measures general tendencies in interpersonal communication and is particularly useful in management or leadership roles.

Intervention Design Model. (from the Northwest Regional Educational Laboratory training product, Portland, Oregon)

This design model is used by J. T. Pascarelli and the Instructional Development Leaders in designing training/planning sessions. It (the model) enables the designer to identify and interrelate goals, assumptions and strategies.

Inventory For Curricular and Instructional Improvement. (from Research for Better Schools)

The purpose of the inventory is to help school superintendents and other administrators to examine the general procedures associated with planning to improve in curriculum and instruction. The inventory is particularly effective in group discussions with varied school groups.

Observation Guide For Task and Maintenance Functions. (from Fox, Schmuck, et al., 1973)

This observation instrument is used to gather data about the way groups (individuals) perform certain functions such as initiating, information giving, summarizing, etc.

Organizational Problem-Solving Schemes. (from the Northwest Regional Educational Laboratory Training product, Portland, Oregon; adapted by J. T. Pascarelli)

Using the force-field model from RUPS, leaders apply generic problem diagnosis techniques to case-study presentations at Instructional Development Leadership meetings.

Personal Development Form. (from the Northwest Regional Educational Laboratory training product, Portland, Oregon; adapted by J. T. Pascarelli as an assessment tool)

Instructional Development Leaders assess their growth needs in the areas of Communication Skills, Observation Skills, Problem-Solving Skills, Morale-Building Skills, Emotional Expressiveness, Social Relationships, etc.. Data is used to influence training designs.

Participatory Planning Growth Matrix. (from Escondido "Hidden Valley" Management System, 1975; adapted by J. T. Pascarelli)

Used over a six-month time period, leaders plot their behaviors in advocating participatory planning.

Perceptions of the Classroom Innovations of Others. (from Fox, Schmuck, et al., 1973.)

This questionnaire is aimed at eliciting information about the communication of innovative practices. It is helpful in development of attitudes of mutual cooperation and sharing.

Profiling My Change Agent Role. (from Crandall's "Complementary and Symmetrical Linking Agent Roles", in Nash and Culbertson, 1977, 189-274; adapted by J. T. Pascarelli and Instructional Development Leaders)

Leaders main profile sketches of their overt change behavior using ten generic role categories.

Problem-Analysis Questionnaire. (developed by Barry Oshry and Roger Harrison, in Pfieffer and Jones 1975 Annual.)

Leaders use this questionnaire to analyze reasons for problems and to evaluate the effects of training.

Reaction Sheets. (from Hawley and Hawley, 1972; adapted by J. T. Pascarelli)

Leaders, at training sessions, share with each other, in dyads, trios, or large group, things they did in their roles that they feel good about, some choices/ decisions they made, etc..

Satisfaction Grid. (from Simon, Hawley, and Britton, 1973)

Leaders and teachers plot desirable personal qualities and then analyze the degree to which they demonstrate presently these qualities. Data is generated to suggest possible action steps to close the gap between what one aspires to be and what one is. This is a futures planning activity adapted to the interpersonal level.

The Principal of This School Rating Scale. (from Fox, Schmuck, et al., 1973)

On a 0-5 or "never" to "always" continuum, staff rate their perceptions of the administrator's behavior (e.g. makes teachers' meetings a valuable educational activity).

Product Assessment. (from Research for Better Schools training product; adapted by J. T. Pascarelli)

This criterion rating scale enables school groups to determine criteron for selection and to do a weighted ranking in product and/or program selection.

Rating of Group Planning Meeting. (from Northwest Regional Educational Laboratory, Portland, Oregon; adapted by J. T. Pascarelli and the Instructional Development Leaders)

This rating scale enables leaders to record how they perceive effectiveness of group planning sessions, roles, and functions.

Reactions to Group Situations Test. (developed by Herbert Thelen, in Pfieffer and Jones 1974 Annual)

This instrument sensitizes education leaders to important dimensions of group relations.

School Climate Profile. (from CFK Limited)

This comprehensive instrument enables members of the educational community (e.g. students, teachers, administrators, etc.) to state their perceptions and their aspirations concerning General Climate Factors (e.g. trust, respect, morale, caring, etc.); Program Determinants (e.g. active learning, curricular modes, etc.); Program Determinants, and Process Determinants (e.g. problem-solving capability, conflict resolutions, effective communication). It was adapted by one Instructional Development Leader in her role as principal with her staff).

Self Improvement Assessment Forms. (from Fox, Schmuck, et al., 1973)

This questionnaire enables the leader to obtain feedback on his/her strengths, need areas, etc..

Skills I Need to Acquire. (from Northwest Regional Educational Laboratory training product, Portland, Oregon; adapted by J. T. Pascarelli)

A self-evaluation technique aimed at accruing personal data in regard to basic training-areas such as: Analyzing & Planning Skills, Human-Interpersonal Communication Skills; Management Skills; Functional Skills. This was administered four times during years I and II of the program and influenced the training design. It will be used again at the end of year III.

Strokes Profile Questionnaire. (from Don Michalak, Consulting Associates, Inc., Southfield, Michigan)

Based upon the transactional analysis process, this instrument provides the participant to plot his/her stroke profile in relationship to a subordinate or supervisor.

Team Expectation Survey. (from Schmuck, et al., 1972)

Leaders and team members record their perceptions of their team behavior and, as a follow-up, brainstorm, using creative problem-solving techniques, solution strategies to improve team cohesiveness.

What's New in Your Classroom? (from Fox, Schmuck, et al., 1973)

This questionnaire asks the user to list new techniques to promote sharing.

What to Look For in the Organization. (from the Northwest Regional Educational Laboratory training product, Portland, Oregon; adapted by J. T. Pascarelli)

A record-keeping instrument which helps leaders diagnose client or group issues like membership, influence, roles, feelings, etc..

This form* is to help you think about various aspects of your relationships with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list and decide which items you are doing all right on, which ones you should do more often and which ones you should do less often. Mark each item in the appropriate place.

2. Some aspects of group interaction that are not listed may be more important to you than those listed. Write in such aspects on the blank lines.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Talking in the group	X		
2. Being brief and concise	X		
3. Being forceful	X		
4. Drawing others out		X	
5. Listening alertly	X		
6. Thinking before I talk		X	
7. Keeping my remarks on the topic		X	
8. _____			

Observation Skills			
1. Noting tension in group		X	
2. Noting who talks to whom		X	
3. Noting interest level of group	X		
4. Sensing feeling of individuals	X		
5. Noting who is being "left out"		X	
6. Noting reactions to my comments		X	
7. Noting when group avoids a topic		X	
8. _____			

* Northwest Regional Educational Laboratory, Portland Oregon.

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problem or goals		X	
2. Asking for ideas, opinions		X	
3. Giving ideas, opinions	X		
4. Evaluating ideas critically		X	
5. Summarizing discussion		X	
6. Clarifying issues	X		
7. _____			
Morale-Building Skills			
1. Showing interest	X		
2. Working to keep people from being ignored		X	
3. Harmonizing, helping people reach agreement		X	
4. Reducing tension		X	
5. Upholding rights of individuals in the face of group pressure		X	
6. Expressing praise or appreciation	X		
7. _____			
Emotional Expressiveness			
1. Telling others what I feel	X		
2. Hiding my emotions			X
3. Disagreeing openly	X		
4. Expressing warm feelings	X		
5. Expressing gratitude	X		
6. Being sarcastic	X		
7. _____			

Ability to Face and Accept Emotional Situations	Doing all right	Need to do it more	Need to do it less
1. Being able to face conflict, anger		X	
2. Being able to face closeness, affection	X		
3. Being able to face disappointment		X	
4. Being able to stand silence	X		
5. Being able to stand tension	X		
6. _____			
Social Relationships			
1. Competing to outdo others			X
2. Acting dominant towards others			X
3. Trusting others	X		
4. Being helpful	X		
5. Being protective	X		
6. Calling attention to myself	X		
7. Being able to stand up for myself	X		
8. _____			
General			
1. Understanding why I do what I do (insight)		X	
2. Encouraging comments on my own behavior		X	
3. Accepting help willingly		X	
4. Making my mind up firmly		X	
5. Criticizing myself		X	

General (continued)	Doing all right	Need to do it more	Need to do it less
6. Waiting patiently		X	
7. Going off by myself to read or think	X		
8. _____			

APPENDIX C : TRAINING DESIGNS

Agenda, Sept. 5, 1975

Agenda, Spring, 1976

Review and Agenda, November 11, 1976

Update, December 20, 1976

Agenda, March 3, 1977

Agenda, April 4, 1977

Agenda, May 12, 1977

Recap and Agenda, May 25, 1977

IDL Simulation, Spring, 1977

Pleasant Valley Simulation, Spring, 1977

September 5, 1975

THE EDUCATIONAL IMPROVEMENT CENTER
OF
NORTHWEST NEW JERSEY

M E M O R A N D U M

Date: September 5, 1975

To: All IDL Participants

From: Joseph T. Pascarelli

Subject: Outcome of August 26th Meeting

As agreed upon we held a small planning meeting on August 26th. Present were Barb, Tarcila, Vicky, George, and Judy. Our purpose was to design the evening program of Friday, September 19. Preliminary discussion explored the purposes of the meeting; phrases like "to inform", "to involve", "to collect information", emerged. After the discussion, we articulated the following outcome goals for the dinner meeting session.

Participants (IDL people, superintendents, representative board members, and members of EIC) will recognize the need for frequent communication at the local levels. They will also develop positive attitudes toward the IDL process and recognize the dimensions of the training program and the change process. A final goal will be to help define role expectations for the IDL participant. By the end of the session, participants will have had the opportunity of sharing their views of the role of an IDL participant. The information gained at such a session can be used for further clarifying such roles.

We will have punch and pre-dinner snacks available from 5:00-5:30. It was suggested that whoever wishes might bring a small portion of his/her favorite before-dinner snack. This obviously is optional. (I am bringing my favorite, clam snack. Any one want to bring in some? If so, only bring enough for three people.)

Dinner will be hald from 5:30-6:15. Again, I will try to vary the menu.

Strategies

WHAT	WHO	TO WHOM	WHEN
Present an overview and purpose of session (Goal 3)	Joe	All participants	20 min.
Gather data by brainstorming (What is "change", with respect to the IDL participant, the program, and the Center?)	Judy	All participants	20 min.
Feedback and clustering of information.	Tarcila with Barb's assistance		20 min.
Create a bank of information for the group to use.	Vicky		20 min.
Linkage of activity to the IDL program - "What do we do with this information?"	Joe		20 min.

I look forward to seeing you on the 19th at 9 a.m. If you have any perceptions, please call. Enclosed is the addenda. Please insert it in your workshop Recap folder.

Thanks.

Sincerely,

Joe

JTP;ke
Encl.

Handouts Distributed - Day V

"Strategies for Consulting - Client Interface (S. Goldman & W. Moynihan)

"Barriers to Organizational Development Training for Schools"(A. Blumberg & R. Schmuck)

"A Multi-District Organizational Effort" (F. Feitler & L. Lippitt)

"Group Effectiveness Questionnaire" (based on instrument developed by E. H. Schein 1969)

"Assumptions About Learning & Knowledge" (instrument)

"What's New in the Classroom" (From Fox, Schmuck, etc.)

"Organizational Problem-Solving Scheme" (RUPS)

"Perception of Classroom Innovations of Others" (from Fox, Schmuck, etc.)

"Goal-Setting Questionnaires (Schmuck, Richard et al.)

handout from Lyon, Harold C. Learning to Feel-Feeling to Learn. Columbus: Charles E. Merril Publishing, 1971

AGENDA: DINNER MEETING WITH YOUR SUPERINTENDENTS AND GUESTS, SPRING, 1976

Spring, 1976

OVERVIEW OF PROCESS SKILLS ACQUIRED THRU IDL PROGRAM*

3:00 - 4:00 - Concensus (Decision-Making)

1. Brainstorming
2. Prioritizing (Individualizing)
3. Small Groups

4:00 - 5:00 - One/Two Way Communication

1. One Way
2. Two Way
3. Discussed Two Processes Compare/Contrast

5:00 - 6:30 - Dinner

6:30 - 7:30 - Leadership Qualities

1. Individualized Ratings
2. Small Group Concensus (Values Openness)

7:30 - 8:00 - "Better Train of Thought"

Discussion of IDL Program

*Vicky, Tarcila, George, Judy, Sharon and I need your approval and then we'll assign tasks. Thanks!

November 11, 1976

EDUCATIONAL IMPROVEMENT CENTER-NW
202 Johnson Road
Building 3
Morris Plains, New Jersey 07950

M E M O R A N D U M

Date November 11, 1976

TO: All IDL Participants

FROM: Joseph T. Pascarelli

RE: Meeting - Thursday, November 18, 1976 and Recap

REVIEW OF OCTOBER 26

Looking back, our agenda focused in on four key areas:

1) Mutual sharing of experiences as a result of our IDL design;

2) Design Module - Using our "Sphere of Influence" concept, along with Bienvenus Interpersonal Communications Inventory and the Round Robin process, we began to design strategies to attend to needs.

3) Creative Funding Sources - Evelyn Ogden reviewed quite thoroughly the IV-C funding structure and walked through the application process.

4) Our visit to Walt's school to observe the Willy's playground was super. Those of us who drove over were impressed by the durable and attractive structures, particularly the "dragon." Thanks for hosting, Walt!

REVIEW OF OCTOBER 28

The small group special needs format was very productive. We were able to share, analyze, and develop further individual designs. Participants and Need Areas are listed below:

Sr. Helene - Evaluating a School's Program
Tarcila - Staff Planning (Training)
George - Title IV-C Proposal Development
Vicky - In-Service Design for Workshop Day (District-wide)

Ms. Diane Jones, a graduate student at Teachers College and an administrative assistant in a Passaic County district visited and participated with us. Diane is about to choose a dissertation area of study and is interested in our IDL concept.

I recommend we continue these special small group sessions. More on this on the 18th.

PROPOSED AGENDA, NOVEMBER 18

8:30 - 9:00	Establishing University Linkages - (re. credits)	Sharon, Sr. Helene, Tarcila, George, Joe and anyone else interested.
9:00 - 9:30	On Humanization: How The Child Learns. Dr. Ethel Alpanfels, Anthropologist, NYU (videotype - from '73, EIC conference). Having recently, re-listened/viewed her presentation, I find it even more appropriate today.	All
9:30 -10:30	Continuation of Interpersonal Inventory Design Activity. We'll discuss and illustrate five major areas: Self-Concept, Listening, Clarity of Expression, Coping with Angry Feelings, Self-Disclosure.	All
10:30 -12:30	Case Study Presentations - A number of you have designed and conducted staff development and planning designs. It is important that we turnkey this data as a means of communicating our work to each other. I am more and more convinced that this kind of activity is the essence of IDL. Phase I, T&E Activities - Sharon - 20 mins. Staff Development Design - Bob Newhouse - 20 mins. Staff Planning/Training - Tarcila - 20 mins. Program Serendipity - Sr. Helene - 20 mins. T&E Final Report (to be distributed) - Vicky - 20 mins.	

Note: I realize 20 minutes is rather confining. Please aim to share with us the design or activity. A brief graphic or guide sheet would help. Mail me anything you'd like copied.

12:30 - 1:00 Lunch

1:00 - 1:45 Conflict Resolution - Through a simulation and brief lecturette, we'll experience and learn ways of constructively dealing with conflict in your own school/environment. All

1:45 - 2:00 Decisions on Consultants - I have taken initial steps in lining up a list of people with whom we wish to interact (e.g. Havelock, etc.). It's time to firm up matters and I need your input.

2:00 - 4:15 ALTERNATIVE I

Mini-Workshop: Instructional Product Selection Kit (a SWRL Educational Research and Development - NIE training product). An overview of the product is attached (p.4). Please review it. I am adapting it into a two-hour activity so we experience the essential stages. As such, we will acquire skills and be able to transfer them if we so choose.

2:14 - 4:15 ALTERNATIVE II

Mini-Workshop: Interpersonal Influence (a Northwest Regional Educational Laboratory - NIE training product) An overview of this highly useful product is attached also (p. 6). Please review it. I have adapted this workshop into two-three hour segments.

On the basis of a quickie perceived needs survey in the morning, we will choose one of the two alternatives.

4:30 - 4:45 Choosing Dates and Setting Agenda for Next Meeting.

cc: C. Alexander
P. Galland
T. Hamill
C. Merkel-Keller
E. Wood - Harding Twp.
S. Yudin

December 20, 1976

EDUCATIONAL IMPROVEMENT CENTER-NW
Halko Drive
Cedar Knolls, New Jersey 07927

Date: December 20, 1976

To: IDL Participants

From: Joseph T. Pascarelli

Update on Tuesday, December 7

Small-group Session

As planned, a small group of us (Vicky, George, Sharon, Tarcila, Barbara, Roger, Gerry, and I) met and used a creative problem-solving design to plan and begin to develop some product specs for the IDL program. The approach we used is one which can be modeled very easily within your school/district in designing a curriculum block, training activity, etc..

What follows are the major activities in the design (they will be reviewed in detail on 1/18/77).

1. Getting Involved in Creativity.

   - a quick exercise to provide a basis of analysis. (See "Keys to Developing Creativity, pp. 10-13).

2. Listing Blocks and Aids to Creativity.

   - we analyzed our own behavior during #1 and listed those things which block and those which help. Our list will be shared on 1/18. (See "Blocks to Creativity," pp. 14-15).

3. Articulating the problem statement and making it understood.

   - we stated the problem and through a role-playing question-and-answer dialogue by the group clarified it.

4. Generating metaphors and creating manipulative verbs for getting as many ideas as possible.

   - we'll review this on the 18th.

5. Listing the kinds and types of products (or in other settings programs, etc.) possible. (See Design Process, pp. 16-17 -- this seven step design can be used in all kinds of problem-solving settings!

6. Taking ideas and using an outline to develop a spec. (See Output Requested Form).

By the end of the high-energy session, we agreed to take a few "Output" forms and list some "inspirational designs." Since we'd like to have concrete data to look at on the 18th, the group would like to touch base before then to modify, etc.. So we agreed to meet at 1:00 p.m. at VICKY KERR'S OFFICE AT PAR-TROY ON JANUARY 11th. If you did not attend our session on December 8th, and can find a few hours, please come. We can use all the help we can get. Attendance at the December meeting is not a prerequisite to participate on the 11th. It's your program, we're designing!

For directions to Vicky, call her at 334-9090.

Our next large-group meeting is scheduled for TUESDAY, JANUARY 18th at 9:00 a.m. Please mark down the date and plan to come!!! An agenda will be to you early January.

JTP:ke

March 3, 1977

TO: IDL Participants

FROM: Joe Pascarelli DATE: March 3, 1977

RE: Monthly Meeting -- Tuesday, March 22nd 9:00 - 4:00

Based on our last meeting and some small-group discussions with some of you during the month (and it's already mid-March!), let me propose an agenda -----

9:00 - 9:30 Previewing some new early childhood learning materials. The Development of Feelings in Children
Children with Handicaps
and
Child Development: Love and Identify

These filmstrip/cassette series are now available for rental. Soom to come are others like Child Abuse and Neglect, Death, Illness, The Child's Relationship with the Family.

9:30 - 11:30 Center on Teaching, a Title IV-C program
Muska Mosston and Sara Ashworth

This project gives teachers a clear framework through which they can make decisions about appropriate teaching styles for each teaching situation. It is perhaps one of the few projects in the country that deals with teaching teachers various styles. I know this presentation has implications for every one of your districts. Muska and Sara are presently training teachers throughout the state in this approach and I promise you a stimulating instructional experience. Perhaps you may want to invite your administrator and/or colleague to hear this presentation.

I am enclosing a handout entitled Center on Teaching: A Program Description. Please review it if you have a few moments to become more aware of the Spectrum of Teaching Styles per Mosston.

11:30 - 12:00 Update - Dissemination

Gifted Funds
R&D Compensatory Education Funds
A Organizational Development Learning Capsule or Two.

12:00 - 12:30 Lunch

12:30 - 1:30 Case Study Sharing

-Where Are We Session
-Information on April 19th HAVELOCK IS COMING!

1:30 - 3:30	Futures and Education: An Informal Exchange Mr. James Morgan and Mr. Louis Lanzarotti (Harding residents active professionally in the area of futures planning.)
3:30 - 4:00	Update on our IDL Product Planning for 4/19 - including evening session with your superintendents and Havelock.

Please help us make our meeting a success by attending. See you on the 22nd.

A CLOSING IDEA THAT WORKED

When you're having a planning session with your staff, etc., suggest that they consider the following questions BEFORE the session begins.

1. What is the best thing that could happen at this session?
2. What is the best thing that could happen as a result of this session?
3. What is the worst thing that could happen at this session?
4. What is the worst thing that could happen as a result of this session?

Have them reflect on these questions for five minutes or so. It's worth the time spent!

April 4, 1977

EDUCATIONAL IMPROVEMENT CENTER-NW
Halko Drive
Cedar Knolls, New Jersey 07927

Date: April 4, 1977

To: IDL Participants

From: Joe Pascarelli

Re:

IDL SESSION - HAVELOCK!!!

Tuesday, April 19th - 9:30-4:00

I received a formal commitment from Ron Havelock to conduct a special training session for us on the 19th. We've waited over a year for this! You know he is perhaps the leading national figure in change agentry and his Guide to Innovation in Education remains THE BOOK in this whole area.

I am proposing the following agenda:

- A brief discussion re. some Guide highlights particularly important to us. (I'll solicit your input via the phone).
- A specially-designed Havelock simulation on planned change.
- A planning task using Havelock's change workbook (copies to be provided).

This is sketchy right now. I'll flesh it out by the end of the week and get back to you.

DINNER MEETING - 5:30 - 8:00

I am inviting your superintendents and guests for a buffet and interaction session. See attached copy for details.

I trust you support my planning. Please hold the date for a specialized, indiviudalized, unique experience.

--Havelock working with IDL.

May 12, 1977

EDUCATIONAL IMPROVEMENT CENTER-NW
Halko Drive
Cedar Knolls, New Jersey 07927

Date: May 12, 1977

To: IDL Participants

From: Joe Pascarelli

Re: Regular Meeting - Tuesday, May 17, 1977

Reflecting back on our last two sessions and identifying some current concerns with some of you during the last two weeks, I am proposing general agenda items which we can sequence early in the day ----

1.	*Sharing Your Problems Using Carkhuff's Art of Helping	See #2
2.	Practicing the Art of Helping (some experiences developed by Carkhuff and Pierce). The Helper-Helpee model illustrates ways to respond, initiate, communicate (Helper behaviors) and ways to explore, understand and act (Helpee behaviors).	2 hours
3.	*Debriefing Ron Havelock's interaction with IDL (all)	1 hour
4.	*Applying Havelock's Workbook to Checklists to our specific activities - (Round Robin Work Session) - (all)	1½ hours
5.	*Assessing our Personal Needs (a sensing instrument developed at Northwest Regional Lab).	1 hour
6.	*Developing a Plan to Deal With Needs. (Could be a small group activity)	1 hour
7.	Update on IDL Product and Actions re. Credit.	½ hour

I look forward to seeing you next Tuesday, May 17, 1977.

EDUCATIONAL IMPROVEMENT CENTER
NORTHWEST
Halko Drive
Cedar Knolls, New Jersey 07927
(201) 539-0331

May 25, 1977

TO: IDL Friends

FROM: Joe

May 25, 1977

RE: Recap- Meeting, May 17

Next Meeting - Friday, June 10

Recap - Meeting 5/17

Update on Staff Development Activities

We reviewed Walt Sims' Staff In-Service design and Sharon Raffer's Basic Skills In-Service Day design. Strengths of both included variety, flexibility, a high degree of staff involvement and sound organization.

Walt, Tarcila, and I conducted some small group sessions at the Region II NJASCD conference held at EIC-Central. Genuine receptivity to team-building, decision-making, and trust-building!

Sr. Helene, Betty Shrader, and Tarcila assisted Totowa in an inservice activity--One-way/two-way communication. Very successful!

This summer I've scheduled 3 - one-day OD sessions:

8/16 Problem-Solving
8/17 Interpersonal Communications
8/18 Collaborative Decision-making

Want to co-facilitate any of these with me? Please let me know.

Design Activity

We re-looked at the POI Description Scales and designed one activity (using Gagne's and Siegel's work) which any one of you can use with staff. The purpose of this design would be to provide participants with the opportunity of analyzing their own behaviors, sharing perceptions with others and then stating some action steps (using a contract) to grow in areas of one's need.

I'll review these pieces at our next session. They could be useful to you.

Assessing Personal Needs

We completed the attached Form "Goals for Personal Development." For those who were not here on the 17th, please complete, sign, and return to me. It will be helpful as we design Year III of our program. Please return it by 7/1 .

Film Previews

Two excellent previews from Media Five (Glasser's distributor) were shown--

1) Values and Morality
2) Stages of Moral Development

They will be here for our 6/10 meeting for those interested.

FRIDAY, JUNE 10

I. Practicing the Art of Helping skills (see handout). We'll use demonstrations and simulations with video-tape. AM

II. Working through Havelock's Workbook of Checklists to Accompany the Change Agent's Guide to Innovation in Education. PM

Using our own individual "projects," we'll analyze the change process.

III. Developing Interview Formats PM

We'll begin developing interviewing formats which we'll use to gather your own perceptions, assessment, etc. re: IDL, how it has affected you, your group, your school and district.

IV. Scheduling a day during the summer to regroup, re-schedule, and develop plans for Phase III.

Handouts

Enclosed include:

Essentiasheet - excellent article by Bob Samples (Where all things Belong)

Teaching for Thinking- distributed at Gifted and Talented workshop. Excellent questions.

Goals for Personal Development - Please complete and return.

IDL

Handouts (continued)

Helping Skills (Carkhuff) - These helping skills will be practiced by us on 6/10.

Note

I realize June 10th will conflict for some of you. Trusting you, I am proceeding to schedule it for those who can participate to retain continuity, to complete certain items, and most importantly to develop further pieces of our IDL program.

A Quote I stumbled across in Growing Up Human -

"I need to find the Fragments of my self and fit them together."

Isn't it particularly appropriate this time of the school year?

P.S. IDL Did-You-Knows

* For those who haven't heard ---
Betty and I are expecting a 3rd fragment of ourselves late July.
* Also, Jarcila completed her Masters!
* Also, Also- Gerry Cooper's going to Switzerland this summer!!!
* Mummenschanz, a Swiss mime production in NYC, is a terrific show!

JTP/dd
enclosures

ROLES:

You and your groups are staff members of a brand new junior high school in which a crisis has occured. Your specific role should be one different from the one you usually have. For example, if you usually teach reading, become a physical education teacher. The people in your group comprise the entire faculty of the school.

SITUATION:

Today is September 2. Teachers are reporting in for the usual faculty orientation and room preparation activities. Children are due in tomorrow. Your principal has just informed the staff that no texts or reading materials are available due to a trucking strike in New Jersey. It will be at least one month before the materials arrive.

TASKS:

1. Construct a curriculum - design how to teach for the next month - entirely using one another's resources.

2. Develop an action plan to be used during the crisis period.

Time: 2 hours

RESOURCES:

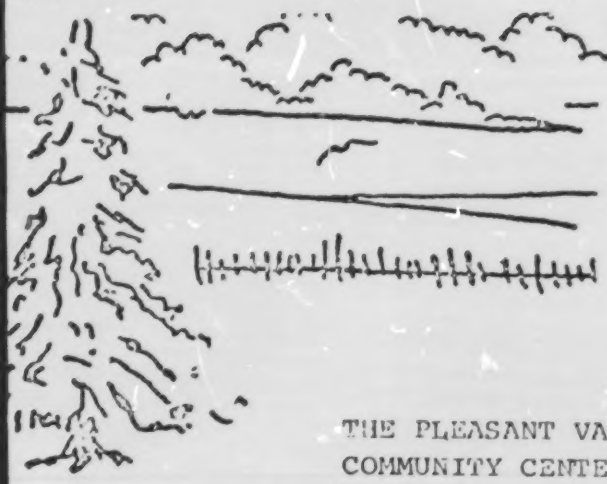
Characteristics for Group Behavior.

Considerations for Group Work.

PURPOSE:

To demonstrate role behaviors in group situations.

Developed by IDL Program Participants



Pleasant Valley Simulation

developed by the IDL group and used as the basis for video-taping vignettes. Participants role-played problem-solving situations.

THE PLEASANT VALLEY TOWNSHIP - A BICENTENNIAL COMMUNITY CENTER

Pleasant Valley Township is located in the rolling hills of West Central New Jersey. The township is the fastest growing community in Pike County. It has strived to preserve a pleasing country character while providing the services and conveniences of a more urban area. Well appointed landscaped professional, commercial and light industry facilities compliment attractive homes, well maintained garden apartments and traditional town houses. A scattering of small, well maintained farms provides additional variety to the township.

The diversity of structures is matched by the diversity of the people who reside in Pleasant Valley Township. Some of the farming families trace their ancestry to the Revolutionary War. The lush valley and bubbling Pautexski River attracted the horse breeders of the eighteen hundreds. Small farmers followed. The railroad brought more people into the township during the nineteen-twenties. The need for post war housing and the expansion of industries into more spacious surroundings brought people from many of the Eastern United States into the township.

The varied cultural traditions which make America great exist in the Pleasant Valley Township. All major religious communities live together in peace and harmony. Farmers rub shoulders with merchants. Doctors, research scientists, skilled craftsman, mechanics, laborers and retired people all find comfort in the township.

The many traditions valued by Americans are held in high esteem by the citizens of Pleasant Valley. The people who work and live here think Pleasant Valley is indeed a more pleasant valley!

PLEASANT VALLEY TOWNSHIP

SUBURBAN RURAL TOWNSHIP - 12 square miles

60,000 Population
11,000 School Population

14 PUBLIC SCHOOLS

10 Elementary Schools	(K-5)	350 - 700 students
2 Junior High Schools	(6-8)	850 - 900 students
2 Senior High Schools	(9-12)	1500 - 1700 students

3 PAROCHIAL SCHOOLS

Saint Mary's (K-8)
Hebrew Academy (Pre-K-8)
Reformed Church of America (Pre-K-3)

Community Action Day Care Center (Pre-K)

PUBLIC SCHOOLS - ADMINISTRATION

9 Member Elected Board
Superintendent - UCLA - Ed. D in Group Dynamics
3rd year in district
Deputy Superintendent - Rutgers - Ph.D. - Educational Administration
2nd year in district
Business Administrator - Montclair - B.S.
10 years in district
Director of Curriculum and Instruction - Female FDU - M.A.
12 years in district
Director of Pupil Personnel Services - NYU - M.A. - Psychology
1 year in district
Administration Assistant - The Columbia - ABD
1 year in district

HIGH SCHOOL - 1500 - 1700 students

1 Principal
2 Vice Principals
6 Guidance Officers
Department Chairman

JUNIOR HIGH SCHOOL - 850 - 900 students

Principal
Vice Principal
2 Guidance Officers

ELEMENTARY SCHOOLS - 350 - 700 students

Principal

CHILD STUDY TEAM

Chairman
2 Psychologists
2 LDT
3 Social Workers
5 Speech Therapists
2 Special Education Classes in each elementary school

BOARD

9 Member Alternating - 3 year terms, elected
a. Fearful of T & E
b. Must keep the budget in line
c. Board and Township council not in agreement
d. Trying to respond to "Back to Basics"
e. Interested in raising the SAT Scores

OCCUPATIONS AND EDUCATION OF BOARD MEMBERS

1 Dirt Farmer - 6th grade education - 7th year on Board
1 Semi Skilled Laborer - 9th grade education - 8th year on Board
1 Gas Station Owner - 10th grade education - 5th year on Board
1 Retired Farmer - unknown education - foreign born - 2nd year on Board
3 Managerials
a. Retail Sales Chain Buyer - B.S. - 1 year on Board
b. Service Representative Manager - Xerox - B.S. - 2 years on Board
c. Bell Telephone Office Manager - B.S. - 5 years on Board
1 CPA - large firm - MBA - 3 years on Board
1 Mother - Former PTA County President - 4 years on Board
League of Women Voters - Vice President

TEACHERS' ASSOCIATION

Pending strike
NJEA needs a strike for a power base

INSTRUCTIONAL PROGRAM

Most elementary schools and classes would be considered traditional, with self-contained classrooms, one teacher responsible for all subject matter for students, time block scheduling of 55-minute periods, predominant use of district-adopted texts, ability and achievement grouping practiced in most classes, most learning activities centered around reading materials.

There are isolated instances of various innovations in elementary programs, including experimentation with team-teaching, regrouping of students into multi-grade units for instruction, programmed learning materials, the use of ITA reading materials, etc. Limited district office help or encouragement is available for innovative efforts.

The junior high school program is organized around subject area departments and is heavily academically oriented. One exception is the middle school pilot project at Central School where a group of students is assigned to a team of six teachers, there are few set time periods, more interest and skill groupings, more activity-oriented learning and considerable student involvement in planning.

The high school program is predominately college preparatory--about 50% (slightly higher than state average) of the students go on to either two or four year colleges. There is a moderate selection of electives, and an after-school program of special interest activities. There are some vocational educational offerings, including woodshop, metal shops, auto mechanics, and a variety of business courses in typing, shorthand, office machines and accounting. There is no work-training program.

MONEY

Average salary for teachers - $15,000
Average income of people in town - $13,527.63

Budget defeated 7 out of 10 times
last four budgets defeated

PEOPLE

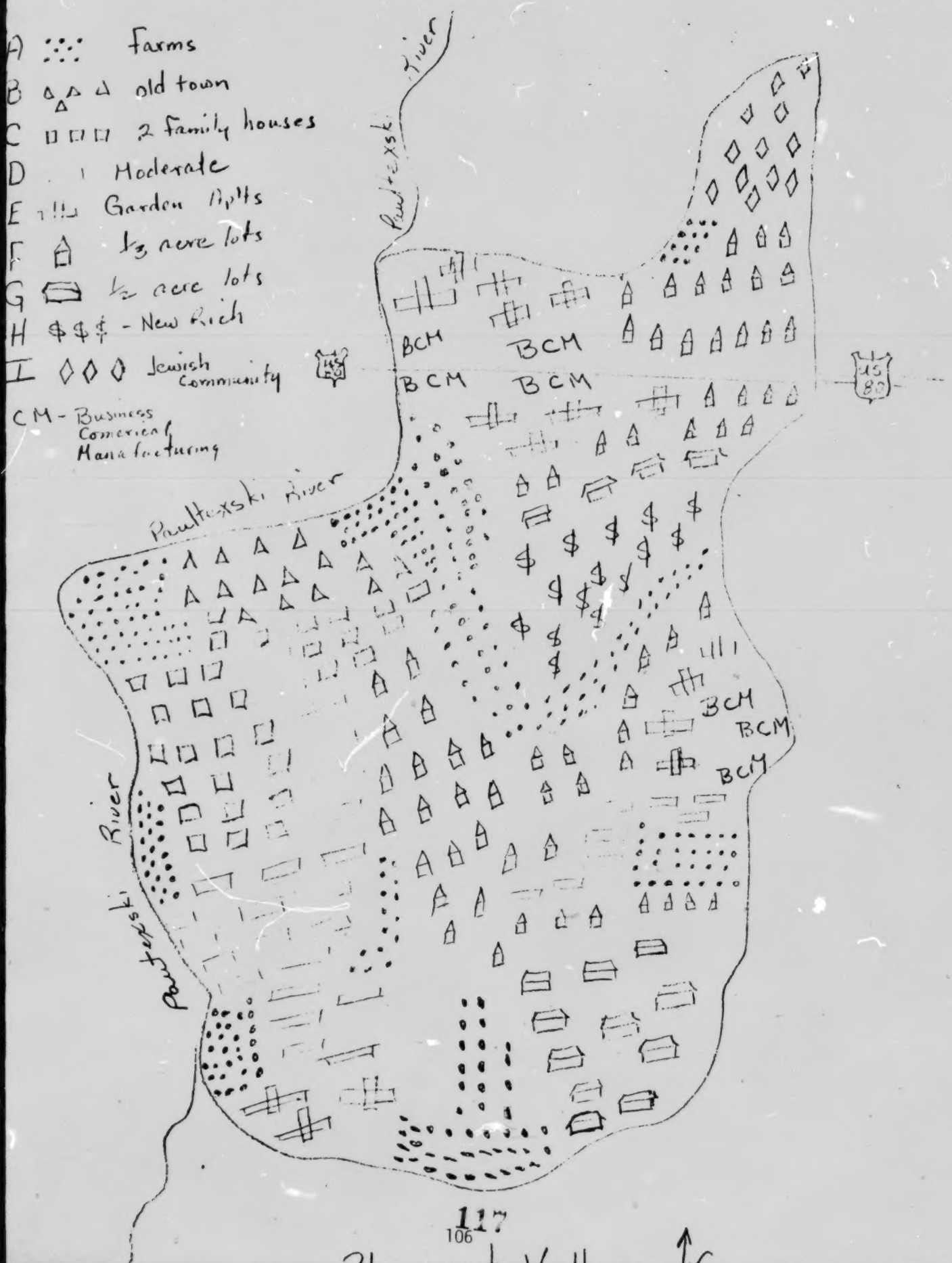
28% Professional
10% Managerial
20% Service
20% Blue Collar Workers
12% Dirt farmers, horse farmers, dairy farmers
10% Unemployed
.5% Black
.4% Spanish

GROUPS

Masons
Elks
Knights of Columbus
B'nai B'rith
Volunteer Fire Department
Little League
Committee for the Return to Academic Proficiency

GEOGRAPHIC

A. Scattered Farms
B. Old Town - working class - large houses high density
   some converted to 2 family dwellings
   upstairs for married children
C. Two family houses - mixed religions & ethnic composition
D. Moderate - single family dwellings
E. Garden Apartments - middle class mobiles
F. Single Family Dwelling - 1/3 acre - middle class mobiles
G. Large Single Family Dwellings - 1/2 acre - old rich established
H. Sunshine Acres - Professional nev rich
I. Pine Knolls - Ethnic Jewish Community


A farms
B old town
C 2 family houses
D Moderate
E Garden Apts
F 1/3 acre lots
G 1/2 acre lots
H $$$ - New Rich
I Jewish Community
CM - Business Comercial Manufacturing
Pawtuxski River
Pawtuxski River
Pawtuxski River
BCM
BCM
BCM
BCM
BCM
BCM
BCM
BCM
$
$
$

APPENDIX D . IDL PRODUCTS

Staff Interaction Design

T & E Planning Newsletter

Math Curriculum Product

Parent-Training Design

Long-range Curriculum Planning

School Climate Improvement

Reading In-service

March 7 In-service

April 8 In-service

Staff Development Design

In-service Training

Community Involvement Series

Principal Progress Report

T & E Management Plan

Problem-Solving Design

Planning Model, In-service

Agenda Board Strategy

DESIGN: Staff Interactions
Tarcila Sutterly, Myschool, Inc.

PURPOSE(S):

- To add form and structure to staff meetings.
- To optimize the small amount of time available for staff meetings.
- To create a format which would be repeated at each meeting so that we easily fall into the mood of each agenda item.

PROCEDURE:

- The total weekly staff meetings are scheduled for 2 hours.
- We view the 2 hours as eight "slots" of 15 min. each.
- Either 2 or 3 slots are scheduled for current interest items.
- One slot or two, when possible, is scheduled for a activity designed to enhance our feeling of "groupness". These activities are selected from values activity books, University Associates manuals, group dynamic techniques, scouting manuals etc. - or designed by ourselves.
- One slot is scheduled for what we call "isms" - we we explore a specified educational or child development theorist and try to locate examples in our school of the application of the theory.
- One slot we call "Brainstorming our school". For this slot we rigidly follow brainstorming rules and list anything that we've noticed about the school in general (halls, lunch room, assemblies, report cards, playground etc.)
- One slot is called "Activities For...." Again brainstorming rules are followed. We usually rotate subject matter interests in this slot without designating an age or grade level. For example, one week we might brainstorm "Activities for Science", the next week "Activities for day dreamers", another time "Activities for inside play periods". Teachers come to view this as an opportunity for group support of individual teacher needs.
- The responsibility or planning, organizing and record-keeping of these slots is rotated among the staff.

T & E UPDATE

ISSUE 2 OCTOBER 26, 1976

Our second issue deals with the six committees that have been organized to work on T & E during this school year. We appreciate the response of the staff. Every school is represented on our district-wide committees. Every person who volunteered was selected to be on a committee for which an interest was expressed. Special thanks are to be given to Nancy Pierson who worked with Sharon Raffer in planning these committees.

T & E COMMITTEES

Steering Committee

The Steering Committee's membership includes community representatives, Board members, teachers, administrators and students. The committee totals approximately 50 members. There were 45 volunteers from Pequannock Township. The 21 community members selected represent different town organizations and clubs. The committee will begin meeting in November. They will develop a set of goal statements with the involvement of school and community and the approval of the Board of Education.

Administrators and teachers on the Steering Committee will meet with each school's faculty to review suggested goals and relate the ideas of staff members about Pequannock goals to the Steering Committee. Citizens of Pequannock Township will be invited to attend a meeting to review the goals and/or respond by mail to suggested goals. As a result of the data collected from all these groups, our set of goals will be formed.

Goal Indicators and Objectives Committee

This committee will suggest the indicators and objectives for each goal. Committee members will carefully review and clarify the goals in terms of a learning situation. Committee members will lead meetings with their school staff to discuss, alter, and approve the suggested indicators and objectives.

Basic Skills Committees

District-wide committees will review the present English, Math, and Reading programs. Committees will meet twice a month beginning in January. Some committee members will continue their work during the summer, receiving a stipend for their summer work. All staff members teaching in the basic skills areas will be given an opportunity to express their ideas to committee members this spring. Recommendations for curriculum revision will be made by the three committees.

General School T & E Committees

Volunteers from the high school, P.V. and S.J.G. will meet with building principals to discuss T & E information as it relates to each school. Reports will then be made to the rest of the staff. At Hillview, Pequannock, North Boulevard and Pompton Plains the entire staff will serve on this committee.

STEERING COMMITTEE

COMMUNITY REPRESENTATIVES:

Patricia Brown . . . . . Town Council representative
William F. Burns DMD . . . . . Senior Citizen representative
Daniel Chertoff DDS — *Jane Krohn*
David E. Cox, Sr. — *Caryll McCabe*
Myron F. Green — *Kathleen Mann*
Janet Humphrey — *Mrs. Frank Massa*
Elaine K. Hurray — *Mrs. Lucille Piccininno*
Joseph V. Ippolito — *Norma Pignone*
William Jagger — *Sheldon Silver*
Gerard Kasa — *Donald E. Spellman*

Patricia Van Etten

BOARD REPRESENTATIVES:

Mrs. Ruth Spellman — *Mrs. Geralyn Barna* — *Hub Weinheimer*

SCHOOL REPRESENTATIVES:

Dr. Perkins — *Carmen Holster*
Mr. Alderman — *Evelyn Justesen*
Barbara Agia — *Frank Manning*
James Alexander — *Sharon Raffer*
Charles Brennahan — *Anita Rummel*
Mary Casperson — *Helen Specht*
Ed Clark — *Elizabeth Spring*
Dayman Coleman — *Richard Tanner*
Mary Sue Diver — *Alice Turner*
Joe Endres — *Harry Veal*

STUDENT REPRESENTATIVES:

Cindy Hughes (12th grade) — *Irene Vinciquerra (10th grade)*
Roy Steele (10th grade) — *Peter Cameron (11th grade)*

BASIC SKILLS

ENGLISH

Chairperson: Eileen Heary (HS)

(HS) Janet Rothenberg, Doris Head
(PV) Jewel Hazekamp, Marion Cipolaro, Regina Armwood
(SJG) Darlene Sisco, Edith Jaconsky
(PEQ) Anita Gardner
(NB) Margaret Radice
(PP) Joyce Lawton
(HV) Dagmar Coleman, Virginia Christian
Advisor: John Dublin

Math Curriculum Product

EDUCATIONAL IMPROVEMENT CENTER
NORTHWEST
202 Johnson Road — Building 3
Morris Plains, New Jersey 07950
(201) 539-0331

November 29, 1977

Mr. George Andrusin
Superintendent of Curriculum
Wanaque Public Schools
547 Ringwood Avenue
Wanaque, New Jersey 07465

Dear George,

This is a long overdue thanks for sharing your Mathematics Curriculum Guide with us at the Educational Improvement Center. By placing it in our Vertical File Collection, it is available as a resource not only to IDL members, but to all educators in our six-county region.

Thanks again for helping us to continue to be effective as an educational resource.

Sincerely,

Joe

Joseph T. Pascarelli
Program Manager
Instructional Development
Leadership Program

JTP:cr

cc: C. Alexander, Co-ordinator, Resource Team
J. Erb, Information Retrieval

LUCY D. ANTHONY SCHOOL

Madison, New Jersey

December 8, 1977

Dear Parents:

Many of you today refer to the "Good Old Days" when life seemed more simple and everyone's role was more clearly defined. There was an atmosphere of peace and order in the era of "Father Knows Best" and "Do What Your Mother Says" but times have changed and people have changed. Relationships have changed between men and women, minorities and whites, employees and employers, children and adults. Concerned and sometimes bewildered by the effects which these and other social changes have had on family relationships, today's parents have an increasing interest in finding more effective ways in relating to their children.

Many of today's parents have recognized and accepted the rewarding challenge of creating an effective parent/child relationship that can grow and grow in an atmosphere of love, understanding, cooperation, and mutual respect through a program called STEP (Systematic Training for Effective Parenting). By working together in a small group, these parents become more actively involved in sharing experiences of common concern, identifying with typical responses to family problem situations on pre-recorded tapes, and listening to more effective alternative approaches provided by the narrator, discussing weekly readings from the Parent's Handbook, learning and practicing specific child training principles and techniques. Parents can finally admit that they, too, have the right to make mistakes and learn from them; that they too, have rights as well as responsibilities.

Effective parents are kind but firm. They provide opportunities for children to make decisions within limits and to be accountable for these decisions. They freely give encouragement. They show confidence in their children's ability to handle difficult tasks without parental "snoopervision," and they help their children to develop the courage to be imperfect in a society that holds unrealistic expectations of its members. STEP participants are helped toward realizing the goal parents want most; to raise responsible children who will grow into responsible men and women, capable of living meaningful, happy adult lives.

Learning more effective ways of relating to your children takes courage, practice, and patience...the courage to be open to, and accpet, new ideas and attitudes...practice in applying the principles and techniques at home with your own family...patience for the time it takes to discourage your children's once-effective misbehavior patterns. In our modern society, we have come to expect "instant" results, "instant" success, "instant" everything! But anything of real value takes time and the STEP program has been organized into nine weekly sessions of two and one-half hours each.

One series of this STEP program was completed last night. The next series is scheduled to begin on Monday, January 16 and will run nine consecutive Mondays. The group will be led by Mrs. Gertrude May who has been a vocal music teacher in our Junior School in Madison but who is now working in the Superintendent's office. Mrs. May will meet with this group of parents in the Kindergarten room at the Lucy D. Anthony School between 8:00 P.M. and 10:30 P.M. Each participant will be obliged to purchase a parent handbook at the cost of $3.50.

If you have any questions concerning this program, please feel free to contact me as soon as possible.

Sincerely,

ROBERT B. CLEMENCE
Principal

RBC:aml

Dear Mr. Clemence:

I wish to sign up for the new STEP series at the Lucy D. Anthony school beginning on January 16, and running for nine consecutive Mondays.

_____
SIGNATURE

_____
ADDRESS

_____
TELEPHONE NUMBER

Note: Please send the bottom part of this letter into the school office as soon as possible as the group will be limited to twelve adults. Single parents, husbands, wives, separately or together and newly married couples.

LUCY D. ANTHONY SCHOOL

Madison, New Jersey

December 13, 1977

Dear _____:

I feel from your combined comments that the group's experiences throughout the STEP series have been real and rewarding. As your leader in this series, I have been enriched by your presence and contributions.

May you all meet much success in becoming a parent who will have a strong sense of identity as a person of value and will not find it necessary to live through your children. Such a parent is free to face the challenges of life courageously.

Through your study and commitment in the years ahead you will become a more effective parent and will develop the courage to be imperfect.

Your friend,

ROBERT B. CLEMENCE

NOTE: Recommended Readings:

Allred, High. Mission for Mother. Salt Lake City, Utah: Bookcraft, 1968.

Dinkmeyer, Don, and Driekurs, Rudolf, Encouraging Children to Learn. The Encouragement Process, New York: Prentice-Hall, 1963.

Dinkmeyer, Don, and McKay, Gary D. Raising a Responsible Child. New York: Simon & Schuster, 1973.

Dreikurs, Rudolf, Fundamentals of Adlerian Psychology. Chicago: Alfred Adler Institute, 1950.

_____.The Challenge of Parenthood, New York: Duell, Sloan, Pearch, 1948.

_____,and Soltz, Vicki. Children: The Challenge. New York: Duell, Sloan, Pearce, 1964.

Hauch, Paul. The Rational Management of Children. Roslyn Heights New York: Libra Publishers, 1972.

Job Targets (Clemence) continued page 5

III. SCHOOL AND COMMUNITY RELATIONS

A. To answer the growing need of parents in our community for more effective and satisfying ways of relating to their children

1. I am planning to offer a series of study groups entitled, Systematic Training for Effective Parenting (STEP). These groups meet for nine consecutive weeks for 2 to 2½ hours each session this fall. I will lead the first series of study groups October 12, 19, 26, November 2, 9, 16, 23, 30, and December 7 from 8:00 P.M. to 10:30 P.M. in the Kindergarten Room and if enough interest is shown for other series Mrs. May and Mrs. Valella have expressed the desire to each lead another series during the year. The areas covered are as follows:

- Understanding your child's behavior and misbehavior

- Understanding more about your child's emotions and yourself as a parent; recognizing the differences between "good" parents and responsible parents.

- Learning to use encouragement instead of praise, to build your child's confidence and feelings of self-worth.

- Improving communication by becoming an effective listener.

- Communicating your ideas and feelings to children; helping your children to explore alternative ways of behaving.

- Replacing reward-and-punishment with learning-from-consequences.

- Applying natural and logical consequences to the challenges of child-training; acting positively, rather than reacting negatively.

- Establishing family meetings that encourage democratic family relationship.

- Developing confidence and growing as a person, as well as becoming a more effective parent.

HARDING TOWNSHIP SCHOOLS

New Vernon, N.J.
07976

EDWIN L. WOOD
Superintendent of Schools

Elementary School 267-6398, 267-6399
Junior School 538-5474, 538-5475

TEACHERS:

As part of New Jersey's T & E program, the Harding Township Board of Education has established a Long Range Planning Committee. Its purpose is to create a plan for Harding's future educational development. The following topics are under intensive study; Existing Facilities, Population Projections, Long-Term Site Plan, Curriculum and Joint Community-School Library.

The Long Range Planning Curriculum Committee would like to have your professional thoughts and ideas on the direction in which you feel curriculum planning should take in the future. We have referred to the Curriculum Guides that you have been working on over the past year and are using them for the short range plan (1-2 years). This committee has organized its study into three areas: medium range (3-5 years), long range (5-10 years) and extended range (10 years+). Furthermore, we have studied the responses from the Community Survey of Harding's Goals conducted last year. In your thinking on medium and long range curriculum planning, assume these community goals will remain constant. When considering your comments, please refer to the attached list of goals.

To simplify your task, Mr. Wood has annotated the goals survey. Upper grade teachers should refer to their subject areas; lower grade teachers should use it as a general reference.

We thank you for your cooperation and ask that you please return this form to Margaret Lamb by November 1, 1976.

On the following pages, is a listing of all major subjects, possible additions and space for you to list any suggestions you feel might be incorporated into our future curriculum. Please indicate how you believe the curriculum should develop/change in these areas for each subject/time period. We are asking you to consider two variables: the increase in population and the advancement of knowledge in each specific area.

THE LONG RANGE PLANNING CURRICULUM COMMITTEE

POMPTON PLAINS SCHOOL
Office of the Principal

TO: School Staff Members

FROM: Sharon R. Raffer

RE: Evaluation 1977 - Part II

Please give me an anonymous appraisal of the administrative and leadership functions at Pompton Plains. I would appreciate your candid and thoughtful responses to any or all of the items listed. Many of the questions below come from School Climate Improvement: A Challenge To The School Administrator edited by: Phi Delta Kappa.

Scale

1 - Almost Never
2 - Occasionally
3 - Frequently
4 - Almost Always

Circle the appropriate number:

General Climate Factors

Respect

1.	In this school even low achieving students are respected.	1 2 3 4
2.	Teachers treat students as persons.	1 2 3 4
3.	Parents are considered by this school as important collaborators.	1 2 3 4
4.	Teachers from one subject area or grade level respect those from other subject areas.	1 2 3 4
5.	Teachers in this school are proud to be teachers.	1 2 3 4

Trust

1.	Students feel that teachers are "on their side".	1 2 3 4
2.	While we don't always agree, we can share our concerns with each other openly.	1 2 3 4
3.	Our principal is a good spokesman before the superintendent and the board for our interests and needs.	1 2 3 4

4. Students can count on teachers to listen to their side of the story and to be fair. 1 2 3 4

5. Teachers trust students to use good judgment. 1 2 3 4

High Morale

1. This school makes students enthusiastic about learning. 1 2 3 4

2. Teachers feel pride in this school and in its students. 1 2 3 4

3. Attendance is good; students stay away only for urgent and good reasons. 1 2 3 4

4. Parents, teachers, and students would rise to the defense of this school's program if it were challenged. 1 2 3 4

5. I like working in this school. 1 2 3 4

Opportunity for Input

1. I feel that my ideas are listed to and used in this school. 1 2 3 4

2. When important decisions are made about the programs in this school, I personally, have heard about the plan beforehand and have been involved in some of the discussions. 1 2 3 4

3. Important decisions are made in this school by a governing council with representation from students, faculty, and administration. 1 2 3 4

4. While I obviously can't have a vote on every decision that is made in this school that affects me, I do feel that I can have some important input into that decision. 1 2 3 4

5. When all is said and done, I feel that I count in this school. 1 2 3 4

Continuous Academic and Social Growth

1. The teachers are "alive"; they are interested in life around them; they are doing interesting things outside of school. 1 2 3 4

2. Teachers in this school are "out in front", seeking better ways of teaching and learning. 1 2 3 4

3. Students feel that the school program is meaningful and relevant to their present and future needs. 1 2 3 4

4. The principal is growing and learning, too. He or she is seeking new ideas. 1 2 3 4

5. The school supports parent growth. Regular opportunities are providing for parents to be involved in learning activities and in examining new ideas. 1 2 3 4

Cohesiveness

1. Students would rather attend this school than transfer to another. 1 2 3 4

2. There is a "we" spirit in this school. 1 2 3 4

3. Administration and teachers collaborate toward making the school run effectively, there is little administrator-teacher tension. 1 2 3 4

4. Differences between individuals and groups (both among faculty and students) are considered to contribute to the richness of the school; not as divisive influences. 1 2 3 4

5. New students and faculty members are made to feel welcome and part of the group. 1 2 3 4

School Renewal

1. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges; not as "rocking the boat". 1 2 3 4

2. Teachers are encouraged to innovate in their classroom rather than to conform. 1 2 3 4

3. When a student comes along who has special problems, this school works out a plan that helps that student. 1 2 3 4

4. Students are encouraged to be creative rather than to conform. 1 2 3 4

5. Careful effort is made, when new programs are introduced to adapt them to the particular needs of this community and this school. 1 2 3 4

Caring

1. There is someone in this school that I can always count on. 1 2 3 4

2. The principal really cares about students. 1 2 3 4

3. I think people in this school care about me as a person; are concerned about more than just how well I perform my role at school (as student, teacher, parent, etc.). 1 2 3 4

4. School is a nice place to be because I feel wanted and needed there. 1 2 3 4

5. Most people at this school are kind. 1 2 3 4

PROGRAM DETERMINENTS

Active Learning:

1. Required textbooks and curriculum guides support rather than limit creative teaching and learning in our school. 1 2 3 4

2. Students help to decide learning objectives. 1 2 3 4

3. Opportunities are provided under school guidance to do SOMETHING with what is learned. 1 2 3 4

4. Teachers are actively learning, too. 1 2 3 4

5. This school's program stimulates creative thought and expression. 1 2 3 4

Individualized Performance Expectations:

1. Each student's special abilities (intellectual, artistic, social, or manual) are challenged. 1 2 3 4

2. Teachers use a wide range of teaching materials and media. 1 2 3 4

3. The same homework assignments is not given to all students in the class. 1 2 3 4

4. All students are not held to the same standards. 1 2 3 4

5. Teachers know students as individuals. 1 2 3 4

Support and Structure Appropriate to Learners' Maturity:

1. The school's program encourages students to develop self-discipline and initiative. 1 2 3 4

2. The needs of a few students for close supervision and high structure are met without making those students feel "Put down". 1 2 3 4

3. The administration is supportive of students. 1 2 3 4

MT. OLIVE TOWNSHIP SCHOOLS
BUDD LAKE, NEW JERSEY

Reading Inservice

FROM: Office of Superintendent of Schools

TO: Title I and State Compensatory Education (Remedial) Teachers, Classroom Aides, Substitute Teachers, Other Interested Teachers, and Parents

RE: Reading In-Service

This voluntary in-service program consists of five (5) sessions, each two hours in length. Every session will begin with an activity designed to set the subject for the session and to lead into other activities and simulations in which participants will be directly involved.

The sessions will be held once a week for five consecutive weeks from 3:30 p.m. to 5:30 p.m., beginning January 26, 1977, and ending on February 23, 1977. Teachers employed by the Mt. Olive School District will receive one graduate credit on the salary guide for attendance at a minimum of four of the five sessions.

While there will be no academic assignments, as such, participants will be asked to provide feedback after each session on ways the information gained in the session might be utilized to improve classroom effectiveness.

Instructor for the course is Mrs. Barbara Swasey, District Reading Specialist. To register, complete the coupon below and return it to your principal by January 10, 1977. Course will be held at Budd Lake School.

Session Descriptions:

Wednesday, January 26 - I. Topic: How Is Reading Taught?
Introductory Activity: Film - Reading: An Introduction
Subject: The Mt. Olive Reading Program

Thursday, February 3 - II. Topic: What Can We Learn From Examining the Way That Children Learn to Speak?
Activity: Develop chart comparing factors in language acquisition and in learning to read
Subject: Implications for parents and teachers

Wednesday, February 9 - III. Topic: What is Remedial Reading?
Activity: Film - Remedial Reading: Who, What, When, How
What is being done in Mt. Olive Township - Why, How, and For Whom?
Subject: "Preventive Reading Instruction"

Wednesday, February 16 - IV. Topic: What is Phonics, Linguistics?
Activity: Phonics Survey - Self-corrected - No grades
Subject: What is Linguistics? How has it changed reading instruction?

Wednesday, February 23 - V. Topic: Teaching/Learning Styles
Activity: Cooperation/Communication Module from An Educational Leader's Handbook for Humanizing and Individualizing Education.
Subject: Implications for parents, teachers, and home/school relations.

Dear Mr. Stephens:

Please enroll me in the district Reading In-Service Course.

Thank you,

_____
Name (Please Print)

_____
School Position

TOREY J. SABATINI SCHOOL
MADISON NEW JERSEY

February 1, 1977

MEMORANDUM

TO: Jocie Williams

FROM: Walter Sims

RE: MARCH 7 in/service proposal for TJS, 1:00-4:00 pm

Morning Session - systemwide - Madison High School

Afternoon Session - TJS Learning Center

A survey and discussion with TJS Staff Members indicates the most interest in the area of ATTITUDES and VALUES. Teachers seek the opportunity to learn more about this topic during the afternoon of March 7.

Accordingly, the following program is proposed for your review and comment;

resources to be used AN EDUCATIONAL LEADER'S HANDBOOK FOR HUMANIZING AND INDIVIDUALIZING EDUCATION, ECI/NW, 1976

Walter Sims, IDL Program, EIC/NW

topic VALUES EXPLORATION AND CLARIFICATION EXERCISES
1:00-3:00 pm

purposes To enable participants to experience values activities.....
To increase skills in implementing values exercises in the classroom .....

objectives As a result of participating in the values clarification activities, participants:

1. will have become better acquainted with their peers;
2. will have had the opportunity to examine their own values closely;
3. will have created a color representation which reflects their own values.

activities (using pages 141-163 Handbook H & I Education, EIC/NW)

1.	tagging	20 minutes
2.	sharing in pairs & squares	35 minutes
3.	satisfying experiences	20 minutes
4.	influential people	45 minutes
	total	2 hours

memo to Jocie from Walter Sims re: March 7 in/service 2/1/77

topic CO-OPERATION EXERCISE
3:00-4:00 pm

purposes This activity is designed to:

- enable players to experience, through simulation, feelings, behaviors, etc. related to a co-operation activity;
- enable players the opportunity to share perceptions about these experiences and identify individual responsibilities as aprt of a group.

objectives Having participated in the simulation on co-operation participants will:

1. analyze the group process - specifically, how individual groups functioned, how the players related to each other - and report these perceptions in the group discussion.

activities (using pages 83 - 91 Handbook H & I Education, EIC/NW)

Using prepared envelopes containing 6" square puzzle pieces (pg 84), instruct players, group players, complete game sequence, analyze group process, through observer comments, as per directions in handbook.

total anticipated time 60 minutes

note: Walter Sims will be leader for the entire afternoon session, putting skills and knowledges gained in IDL participation to work with the TJS faculty. All materials and handouts will be prepared beforehand using the H & I Handbook. An introductory statement by W. Sims will include reference to the goals survey, and indicators survey, which indicated a high priority assigned to ATTITUDES by all respondents. Our previous group exercise in COMMUNICATION, done last spring will be mentioned (from the H & I Handbook), and the faculty viewing of FUTURE SHOCK 2 years ago mentioned.

I feel this plan is consistent with the faculty-expressed desires, and the Jocie W. produced guidelines, stressing STAFF DEVELOPMENT as the only legitimate goal for released time in/service programs, during the 1:00-4:00 pm time slot on Monday, March 7, 1977.

TOREY J. SABATINI SCHOOL
MADISON NEW JERSEY

April 18, 1977

MEMORANDUM

approved by Jocie Williams (phone call 4/19/77) - WGS began assignment & small group planning same day, with all materials reserved.

TO: Jocie Williams
FROM: Walter Sims
RE: MAY 9, 1977 IN-SERVICE PROGRAM (Revised Proposal)

Theme FACULTY AWARENESS DAY AT TJS

Purposes
- to give all professional teachers assigned duties at TJS a view of the program beyond their own specialities
- to continue development of a common set of understandings and skills in the areas of values, group process, and decision making.

Objectives and Activities

8:30 - 10:00 a.m.

Staff members will participate in a Role Playing and Simulation module designed to focus individual staff attention on:

1. Their role in group process
2. Their sensitivity to the issue of "Hidden Agendas"
3. Their personal decision making skills.

(To be led by Walter Sims, using EIC/NW H & I Handbook - pages 469-477) *game CHOICE reserved at EIC/NW by W. Sims, 4/20/77 pick up 5/6/77 for review*

10:00 - 10:15 a.m.

Coffee & group interaction (informal)

10:15 - 11:15 a.m.

Staff members will view a film entitled, CYPHER IN THE SNOW, and participate in a follow up discussion, designed to give them a focus on the effects of a depersonalized school on a youngster.

(To be led by Bill Raupp, using the film owned by EIC/NW and self-prepared follow-up material. Film already reserved.) *shared plan with Bill Raupp, 4/20/77 WS will pick up film 5/6/77 for weekend preview*

MAY 9, 1977 IN-SERVICE PROGRAM (Revised Proposal)

11:15 - 12:00 Noon

Staff members will be presented with a review of the school wide philosophy of LEARNING TO READ at TJS, and made aware of upcoming decisions regarding direction and materials in this basic subject. The contributions of all regular and special area teachers will be stressed.

(To be presented by Nancy Ebeling, using Madison guide materials on file in addition to her own expertise)

shared plan with Nancy Ebeling 4/20/77
NE will prepare for presentation

12:00 Noon - 1:00 p.m.

Lunch

1:00 - 2:00 p.m.

Staff members will hear a panel of special subject teachers, (art, music, PE and librarian), discuss their perceptions of their roles and teaching activities provided for TJS pupils. Questions, comments, and problems will be invited from the staff in attendance. Desired outcomes of this discussion, in addition to a wider general awareness of the contributions of special teachers, would be improved understanding of activities and joint planning in the future between classroom teachers and special teachers.

(To be led by a panel of special teachers, pre-planned w/principal prior to May 9, 1977)

4/21/77- shared plan with Harry Katz, PE, Peg Walther, Librarian, D. Voorhees, art and D. Pivarnik, music. Group will plan together for panel before 5/9

2:00 - 3:00 p.m.

Staff members will examine their victories and defeats pertaining to the Weehawken program since last September's original implementation at TJS, and will plan the next steps to continue development of Weehawken techniques with TJS children, to include contribution possibilities of all disciplines.

4/21/77 - shared plan with Joan D'Andrea, gr 3, Maryann Flaherty, gr 2, Sue Shanik, gr 6 - group will plan together before

(To be led by three TJS teachers, to be assigned by principal, and planned with principal prior to May 9, 1977)

MAY 9, 1977 IN-SERVICE PROGRAM (Revised Proposal)

3:00 - 4:00 p.m.

Staff members will view a film (title to be selected), which emphasizes that all professional teachers are basically teachers of CHILDREN as opposed to teachers of subject matter - which values HUMANIZING AND INDIVIDUALIZING educational experiences for children.

(To be selected by Walter Sims from the EIC collection. Several possibilities under consideration)

4/20/77 - two films, I AM and LEARNING HOW TO LEARN selected and reserved by W. Sims, to be picked up at EIC/NW on 5/6/77 for weekend review

DESIGN: Staff Development Design *
Tarcila Sutterly, Myschool, Inc.

GOALS: 1) To increase the effectiveness of the work relationships among staff members.

2) To increase the number of structured communications among staff members.

3) To increase each staff member's commitment to the effective working of the group.

ASSUMPTIONS: 1) Increased effective work relationships among teachers causes an increase in effective teaching.

2) Communications among members of a working "team" can be improved through structured activities.

3) Children are affected by the human relations among teachers.

STRATEGY: 1) Staff meetings take place in four seperate weekly sessions:

a. Two hours (one release time, followed by another after school) for those teachers who work as a team with a large group of children. The purpose for this time is to plan ahead: to share ideas and responsibilitied.

b Two hours after school whole staff meetings. (See product #) for format. (Staff meeting).

c. One hour pre-school meetings of the teachers who work as a team (same teachers as meeting "a"). The purpose of this meeting is to:

1. enhance the communication among the members and
2. to learn efficient planning strategies to use in meetings "a". These meetings are facilitated by a non-group member utilizing activities from Group Dynamics, Value Clarification, and Interpersonal Skills.

d. Two hours weekly (one pre-school followed by one released school time) for the supervisory staff. These meetings are structured by a facilitator mutually agreed upon and usually not the same each time. Approximately half of these meetings are not facilitated by an outside agent. The purpose for each specific meeting is determined by the membership.

OUTCOMES: 1) Increased utilization of individual staff skills, interests, resources and talents.

2) Increased openness of communication.

3) Increased self awareness of staff members.

4) Increased awareness of the impact of self on other staff members.

5) Increased awareness of the affect on children of teachers attitudes and relationships.

6) Increased sharing of information and reactions of school decisions and planning among staff members.

* Model format from PETC, Northwest Regional Laboratory, Portland, Oregon.

EDUCATIONAL IMPROVEMENT CENTER
NORTHWEST
202 Johnson Road — Building 3
Morris Plains, New Jersey 07950
(201) 539-0331

October 24, 1977

Mr. Ed Wood, Superintendent
Mr. Pete Eisele, Principal
Ms. Margaret Lamb
Harding Township Schools
Lee's Hill Road
New Vernon, N.J. 07976

SUBJECT: In-Service Training, October 10, 1977.

Dear Ed, Pete, and Margaret,

Planning and facilitating your in-service day with you three was a genuine enriching experience. I hope you share similar feelings. The high-energy and deep commitment you three demonstrate continues to challenge us at EIC by providing a nurturing environment both for us and more importantly for out youngsters.

What follows is the result of our planning session during which we identified some basic assumptions underlying the in-service design, outcome goals, and procedural outlines of the three modules.

In-Service Training, October 10

Some Basic Assumptions:

1. Participants need further information about the positive attitude toward Learning Program in order to begin self-instructional units.

2. Participants will be directly involved in identifying assessment techniques for Phase II, T & E.

3. Both PATL and T & E processes require a strong sense of commitment.

4. Community-building is a continuing process for Harding educators.

Outcome Goals:

By the end of the day, Participants will/will have -

1. been actively involved in a community-building experience.

2. become aware of key steps of Phase II of T & E, especially assessment techniques.

3. experienced at least two action strategies based upon PATL process.

WORKSHOP DESIGN

Interview and Overview
E. Wood, Superintendent

Module I: Planning Activity - Tinker Toys
Process: 1. Planning & Building a 6' tower.
2. Debriefing the experience using Process Observation skills.
3. Sharing the experience - team process, helpful/non-helpful behavior, group decision-making.
Facilitator: P. Eisele

Module II: Assessment Techniques and Phase II, T & E
Process: 1. Viewing of "What in the World is T & E?"
2. Overview of key steps of T & E.
3. Looking at measurement techniques for cognitive, affective and psychomotor domains.
4. Identifying some measurement techniques appropriate for Harding's goal indicators.
Facilitator: J. Pascarelli

Module III: Experiences in PATL Strategies
Process: 1. Each partitipant will select two of the following four strategies offered -
STRATEGY I - Improving Self Concept. One-way/two way Communication Exercise.
Source: H & I Handbook

STRATEGY II - Active Involvement Simulation in Decision-making (Consensus) and Debriefing activity.
Source: Creative Systems

STRATEGY III - Individualizing Instruction
Working through a Learning Activity Package to learn pre-test, prescription, diagnosis, post-test procedures.
Source: H & I Handbook

STRATEGY IV - Processes of Learning
Using a filmstrip, participants developed higher level questioning techniques.
Source: PATL self-instructional kit

Facilitators: M. Lamb
J. Pascarelli

Review and Concluding Remarks:

E. Wood

Handouts for modules are attached.

I will be contacting you next week to set dates for additional T & E assistance.

Sincerely,

J. T. Pascarelli,
Educational Planner and Developer

JTP:cr
Enclosures
cc: T. S. Hamill, EIC-NW
E. Teichert, EIC-NW
C. Alexander, EIC-NW
File

A Film/Discussion Series conducted by an IDL Principal for a Community-Church group -

* "Let's Look at Ourselves" by Robert Clemence, Principal Lucy D. Anthony School; past president, Board of Trustees of this congregation.

  Have you met YOURSELF lately? Why not enjoy some coffee or tea and see! Come to Memorial Hall and witness some movie footage which hopefully will give you food for thought and talk. We'll begin by viewing "WHERE ALL THINGS BELONG", a beautiful experience of man's relationship to his environment and his place in this world. January 8 through February 5, 1977.

1/8/77 WHERE ALL THINGS BELONG

Man's relationship to his environment and his place in this world is explored by this open-ended film. The experiences gained from this film are varied and personal. It inspires or motivates a wide variety of reactions, and provides good motivation for a realm of discussion topics.

1/15/77 MODERN LIFE: CHOICES AND CONFLICTS

This film presents four sections of modern life: (1) An individual has many opportunities for finding the things which "turns you on"; (2) Too much "togetherness" for security can inhibit growth and experience; (3) A necessary part of human growth is problem solving and the value of the solution should only be measured by its effect on the individual; (4) An individual is apt to identify himself by assuming roles, but it can interfere with the development of his own talents and interests instead of looking into himself.

1/15/77 I AM

This film recognizes and deals with the factors involved in the development of a positive self image, the pain of rejection, the poignancy of near misses in developing relationships, and the satisfactions of recognition and response.

1/22/77 EYE OF THE BEHOLDER

Dramatizes twelve hours in the life of an artist who becomes involved in the murder of a girl; shows how he appears to give different people, pointing out that we see what we want to see and hear what we want to hear. Deals with the concepts of perception and projection and teaches caution in judging others.

1/29/77 A YOUNG CHILD IS...

In this film, you see seven children -- from three months to four years old who are actively engaged in the business of learning. You see: a 13-month old casually run a scientific experiment; an 18-month old prove that the concept of attention span has nothing to do with

children; and, a 3-year old learning to ice skate without being "taught". Their experiences powerfully demonstrate that learning doesn't begin in the classroom.

EXCERPT from a Progress Report from an IDL Principal to his Superintendent.

"... A discussion of school behavior was part of our last In-Service Meeting. The Primary teachers agreed upon the following plan: To make up six kits containing pictures, books, filmstrips, ditto material and a list of films for each of the following areas: feelings, needs, actions, frustration, anger, and harmful actions. We will be using as a guide the teacher's manual for Dealing With Causes of Behavior, produced by the Lakewood City Ohio Public School System. Each primary teacher, kindergarten through grade 3 will present each year part of each of the six units relating to behavior. In this way all children will receive a planned program in causes of behavior as the kits are circulated among the primary teachers."

"Throughout this year successful strides have been made by me to close the gap on wise use of time. I have also sensed the effect this August experience has had with the administrative council this year. My classroom observations have been improved through the brief study regarding this topic with the principals in the fall at E.I.C...

The Instructional Development Leader (IDL) training which I was a part of last year and which has continued into this year has continued to be a very valuable resource for me while working with school parents and staff. Six "Fireside Chats" have been held at night throughout this year and has enabled every parent another opportunity to meet with me face-to-face concerning educational matters. Communications have successfully continued through our "Dad's Continental Breakfast" and the thorough involvement and positive imput of my staff was evident regarding the planning and evaluation of our week of parent visitations.

This year I have deliberately planned for extra staff involvement in curriculum areas by encouraging teachers to attend and report back to our staff training sessions for the Weehawken Language Project, the Technology for Children (T4C) Project, the seminar on Reading Comprehension in Morristown, and the New York workshop on "Meeting the Needs of Gifted Children". To extend my own awareness regarding curriculum, I attended a week of intensive meetings on Basic Skills and Competency Based Education sponsored by N.A.S.E. which will have a direct bearing on my work at Lucy D. as well as in the Madison School System.

In general my monthly reports to you have been improving this year by alerting the staff to a more critical viewing of their classroom activities. We are continuing to improve our student behavior methods.

Thorough and Efficient Management Plan
Pequannock, S. Raffer

NJDE PDT 2 (10/76)

WHITE COPY - STATE
CANARY COPY - COUNTY
PINK COPY - DISTRICT
GOLDENROD COPY - SCHOOL

NJSNC DEPTS - REVISED
EXP. DATE 6/30/77

NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER
225 WEST STATE STREET
TRENTON, NEW JERSEY 08625

REPORTING FORM
FOR DECEMBER 1, 1976

THOROUGH AND EFFICIENT MANAGEMENT PLAN 1976-1977

PUBLIC SCHOOL EDUCATION ACT OF 1975
CHAPTER 212

ALL DISTRICTS AND SCHOOLS ARE REQUIRED TO SUBMIT PLANNED ACTIVITIES AND SUPPORTING INFORMATION FOCUSING ON THEIR EFFORTS TO IMPLEMENT A THOROUGH AND EFFICIENT SYSTEM OF PUBLIC SCHOOLS. THE DATA GATHERED HERE WILL BE USED BY THE COUNTY AND CENTRAL OFFICES OF THE STATE DEPARTMENT OF EDUCATION, AND BY THE LEGISLATURE TO MONITOR THE PROGRESS OF EACH DISTRICT'S THOROUGH AND EFFICIENT SYSTEM.

CHECK ONE: [X] DISTRICT REPORT [ ] SCHOOL REPORT

COUNTY	DISTRICT	SCHOOL (IF APPLICABLE)
Morris	Pequannock	

NAME OF DISTRICT SUPERINTENDENT OR PRINCIPAL	SIGNATURE	DATE
Dr. Richard B. Perkins	Richard B Perkins, Supt	11/22/76

RETURN WHITE AND CANARY COPIES OF COMPLETED FORM TO COUNTY SUPERINTENDENT ON OR BEFORE DECEMBER 1, 1976

THOROUGH AND EFFICIENT MANAGEMENT PLAN 1976-77

I. SCOPE:

ACTIVITY AREAS - CHECK THE BOXES FOR THE ACTIVITIES (GOAL SETTING, ASSESSMENT, ETC.) IN WHICH YOUR SCHOOL OR DISTRICT WILL BE ENGAGED DURING THE 1976-77 SCHOOL YEAR

- A. [X] GOAL SETTING
- B. [X] OBJECTIVES, STANDARDS, AND INDICATORS
- C. [ ] NEEDS ASSESSMENT
- D. [ ] PROGRAM DEVELOPMENT
- E. [ ] PROGRAM EVALUATION

GENERAL STATEMENT OF SCOPE – PROVIDE A BRIEF GENERAL STATEMENT OF WHAT YOU INTEND TO ACCOMPLISH THIS YEAR

The Pequannock School District is focusing on the goal development phase of T & E. Goals will be validated by the Board of Education after being developed with the involvement of teachers, administrators, students, board members and citizens. Goal indicators and objectives will be written and standards will be determined. A communications network between all groups in the educational community will be established. District-wide committees will study the K-12 curriculum in the areas of reading, mathematics, and English.

II. ACTIVITIES, TIMELINES, AND IMPLEMENTATION (1976-77) - FOR EACH BOX CHECKED IN SECTION I (ACTIVITY AREAS), STATE THE SPECIFIC ACTIVITIES TO BE ACCOMPLISHED IN 1976-77, TIMELINES FOR EACH ACTIVITY, THE NAME OF THE PERSON RESPONSIBLE FOR THIS ACTIVITY, AND AN ESTIMATED NUMBER OF PROFESSIONAL PERSON-DAYS SPENT BY ALL PROFESSIONALS (INCLUDING CONSULTANTS) ON THIS ACTIVITY.

		ACTIVITIES TO BE ACCOMPLISHED	TIMELINE FOR THIS ACTIVITY: FROM MO. DAY YEAR	TO MO. DAY YEAR	NAME OF PERSON RESPONSIBLE FOR ACTIVITY	Est. Number Person-Days spent on Activity
A. GOAL SETTING	1	(1) Board of Education & administrators--				
	2	awareness session on management planning		2/9/76	J. Pascarelli (EIC)	.5
	3	(2) Discussion of the T&E and appointment of				
	4	T&E project manager and assistant project mgr.		4/12/76	Dr. Perkins, Board of Education	.25
	5	(3) Meeting to discuss make-up of Planning				
	6	Board		5/12/76	S.Raffer, Dr.Perkins, J. Pascarelli	.5
	7	(4) Communication to staff--volunteers for				
	8	Planning Board		5/17/76	Dr. Perkins, B. Horman	.5
	9	(5) Approval of Planning Board (3 teachers,				
	10	2 Board members, superintendedt, project and				
	11	Asst. project manager) also information session on T&E		6/7/76	Board of Education, E.Clark, S.Raffer	.5
B. DEVELOPMENT OF OBJECTIVES STANDARDS, AND INDICATORS	1	(1) Planning Board Meeting--discuss plan for				
	2	arriving at school objectives		3/23/77	S.Raffer, E.Clark, E.Cleary	.25
	3	(2) Goal Indicators & Objectives Committee -				
	4	Meeting I		3/28/77	E.Cleary, S.Raffer	.25
	5	(3) Goal Indicators & Objectives Committee -				
	6	Meeting II		4/4/77	E.Cleary, S.Raffer	.25
	7	(4) Staff newsletter	4/5/77	4/7/77	H.Specht, E.Clark, S.Raffer, F.Manning	1.25
	8	(5) Individual School Meetings		4/18/77	Goal Indicator Committee Members	.25
	9	(6) Goal Indicators & Objectives Committee -				
	10	Meeting III - compile data (release time)		4/28/77	E.Cleary, S.Raffer	1
	11	(7) Review goal indicators - meeting IV		5/2/77	E.Cleary, S.Raffer	.25

A. GOAL SETTING

ACTIVITIES TO BE ACCOMPLISHED	TIMELINE FOR THIS ACTIVITY from	to	NAME OF PERSON RESPONSIBLE FOR ACTIVITY	Person Days
(6) T&E session at superintendent's round-table		6/11/76	Planning Board (8 people)	1
(7) Awareness sessions at each school building on T & E	6/7/76	6/22/76	S.Raffer	1.25
(8) Planning Board--meeting on goals		6/15/76	S.Raffer	.75
(9) Board of Education newsletter	8/11/76	8/18/76	S.Raffer, F.Manning	1.25
(10) Development of Context Profile	7/6/76	8/26/76	H.Specht, E.Clark, M.Casperson, S.Raffer, Town planner	2
(11) EIC-NW workshop for project managers--S.Raffer, E.Clark	8/16/76	8/20/76	EIC Staff	5
(12) EIC-NW individual workshops on T&E	8/17/76	8/18/76	EIC Staff	2
(13) Planning Board Meeting--context profile, communications, and goal models		9/1/76	S.Raffer, J.Pascarelli	.5
(14) Writing staff, communications	9/2/76	9/7/76	H.Specht, E.Clark, S.Raffer	.75
(15) Staff newsletter printed and distributed	9/8/76	9/13/76	F.Manning	1.25
(16) Prepare for Board meeting	9/9/76	9/13/76	E.Clark, S.Raffer	1
(17) Board of Education meeting - T&E update		9/13/76	E.Clark, S.Raffer, J.Jagger	.75
(18) Board Newsletter with Steering Committee application	9/8/76	9/14/76	S.Raffer, E.Clark, H.Specht, J.Jagger	1.5
(19) Planning Board meeting--communications, selection of Steering Committee, goals		9/16/76	H.Specht, S.Raffer	1
(20) Administrative Council meeting--Update		9/21/76	E.Clark, S.Raffer	.75
(21) Board Newsletter printed and distributed		9/23/76	F.Manning	1.25
(22) Back to School Meetings--highlights for principals on T&E		9/27/76	S.Raffer, J.Jagger	.75
(23) Meetings on goal models and goals	9/18/76	9/27/76	M.Casperson, E.Clark, R.Spellman, S.Raffer	2
(24) NJEA Awareness Workshop on T&E		9/29/76	S.Raffer, 60 teachers	.75
(25) Matrix developed using context profile	10/1/76	10/5/76	S.Raffer, J.Jagger	1
(26) Selection of Steering Committee using context profile		10/6/76	G.Barna, R.Spellman, S.Raffer	.5
(27) Planning for Planning Board meeting		10/12/76	S.Raffer, J.Jagger	1
(28) EIC-NW meeting of project managers		10/14/76	EIC staff	1
(29) Planning Board Meeting--goal models, Steering Committee		10/14/76	S.Raffer	.25
(30) Administrative Council--Update		10/15/76	S.Raffer	.25
(31) Preparation for Board meeting	10/14/76	10/18/76	S.Raffer, J.Jagger	.75
(32) Board of Education meeting--approval of Steering Committee members		10/19/76	E.Clark, S.Raffer	.25

	ACTIVITIES TO BE ACCOMPLISHED	TIMELINE FOR THIS ACTIVITY from	to	NAME OF PERSON RESPONSIBLE FOR ACTIVITY	Person Days
A. GOAL SETTING	(33) Board of Education meeting--approval of Steering Committee members		10/19/76	E.Clark, S.Raffer	.25
	(34) Letters to Steering Committee members and alternates		10/20/76	J.Endres, H.Specht, S.Raffer	.25
	(35) Printing and distributing of letters		10/26/76	F.Manning, J.Jagger	1
	(36) Staff newsletter listing various T&E committees from volunteers		10/21/76	N.Pierson, S.Raffer	.5
	(37) Printing and distributing of newsletter		10/26/76	F.Manning	.5
	(38) Communications chairperson develops news releases		10/27/76	H.Specht	.5
	(39) T&E Management Plan outline	10/29/76	10/31/76	S.Raffer	.75
	(40) T&E Management Plan		11/1/76	E.Clark, R.Spellman, S.Raffer	.25
	(41) Planning for Steering Committee meetings		11/3/76	H.Specht, E.Clark, J.Endres, S.Raffer	.25
	(42) Administrative Council--update		11/9/76	E.Clark, S.Raffer	.25
	(43) Planning Board meeting--run through of Steering Committee Meeting I		11/9/76	S.Raffer	.25
	(44) Planning of small group goal setting for Steering Committee		11/12/76	G.Barna, R.Spellman, S.Raffer	.25
	(44) Plan for Steering Committee meeting	11/10/76	11/16/76	S.Raffer, J.Jagger	1.5
	(45) Steering Committee meeting I		11/17/76	S.Raffer, Planning Board	.5
	(46) Steering Committee volunteers plan for meeting II		11/22/76	2 members, S.Raffer	.25
	(47 Review of completed T&E plans due 12/1/76		11/22/76	S.Raffer, J.Endres, E.Clark	.25
	(48) Planning Board meeting--discuss first meeting of Steering Committee		11/23/76	S.Raffer, E.Clark	.25
	(49) News release - T&E update		11/24/76	S.Raffer, H.Specht, J.Jagger	.5
	(50) Board Newsletter	11/22/76	11/30/76	S.Raffer, H.Specht, J.Jagger	1
	(51) Plan for Steering Committee meeting II		11/30/76	J.Endres, E.Clark, S.Raffer, J.Jagger	.75
	(52) Steering Committee meeting II - continue goal statements		12/1/76	S.Raffer, Planning Board	.5
	(53) EIC-NW project managers meeting		12/2/76	EIC Staff	.5
	(54) School meetings on goals held with staff and students	11/29/76	12/13/76	Planning and Steering Committee Members	1.5
	(55) Sub-committee on communications of goals		12/8/76	2 Steering Committee members, H.Specht, S.Raffer	.25
	(56) Steering Committee meeting III held - continue goal statements - communication plan		12/15/76	S.Raffer, Planning Board	.5

A. GOAL SETTING

ACTIVITIES TO BE ACCOMPLISHED	TIMELINE FOR THIS ACTIVITY FROM	TO	NAME OF PERSON RESPONSIBLE FOR ACTIVITY	PERSON DAYS
(57) Board Newsletter prepared and printed for distribution (1/3/76	12:16/76	12/23/76	S.Raffer, H.Specht, 2 Steering Committee members, J.Jagger, F.Manning	2
(58) News releases prepared		1/5/77	H.Specht	.5
(59) Alternate volunteers meeting on goals held		1/12/77	E.Clark, S.Raffer	.75
(60) Planning Board meeting		1/13/77	E.Clark, S.Raffer	.5
(61) Sub-committee organizes goal data		1/17/77	2 Steering Committee members, S.Raffer, J.Endres	.75
(62) Steering Committee meeting IV - all data reported and discussed		1/19/77	S.Raffer, Planning Board	.5
(63) News release - citizens meeting on goals		1/20/77	S.Raffer, H.Specht	.75
(64) Administrative Council--Update		1/25/77	S.Raffer, E.Clark	.25
(65) Citizen's meeting on goals held (publicized)		1/26/77	S.Raffer, E.Clark	.5
(66) News release - last call for responses		1/27/77	H.Specht	.5
(67) Steering Committee preparation--sub-committee		1/31/77	2 Steering Committee members, E.Clark, S.Raffer	.5
(68) Planning for goal verification meeting	1/31/77	2/2/77	S.Raffer, J.Jagger	.75
(69) Steering Committee meeting V - goals reviewed for presentation to Board		2/2/77	S.Raffer, Planning Board	.5
(70) Individual school meetings to approve goals	2/7/77	2/14/77	Steering Committee--School representatives	1.5
(71) Planning Board meeting		2/16/77	S.Raffer	.25
(72) Board of Education meeting--to approve goals from Steering Committee; statement in Board minutes		2/28/77	S.Raffer, E.Clark, 2 Steering Committee representatives	.25
(73) Board Newsletter and Staff Newsletter to report results of goal setting	3/1/77	3/4/77	H.Specht, E.Clark, S.Raffer, J.Jagger, F.Manning	2.5
(74) Submit goals to county office for approval		3/21/77	Dr.Perkins, S.Raffer, E.Clark, J.Jagger	.75

B. DEVELOPMENT OF OBJECTIVES STANDARDS, AND INDICATORS

ACTIVITIES TO BE ACCOMPLISHED	TIMELINE FOR THIS ACTIVITY From	To	Name of Person Responsible for Activity	Person Days
(8) Administrative Council - Update		5/3/77	E.Cleary, E.Clark, S.Raffer	.25
(9) Planning Board - approves indicators		5/5/77	S.Raffer, E.Cleary	.25
(10) Goal Indicators & Objectives Committee Meeting V - write objectives		5/9/77	S.Raffer, E.Cleary	.25
(11) In-Service ½ day - all staff members review--individual schools meet to add to and/or alter objectives		5/16/77	Goal Indicators & Objectives Committee members	1
(12) Meeting VI - compile date (release time)		5/18/77	S.Raffer, E.Cleary	1
(13) Staff Newsletter - objectives	5/19/77	5/23/77	2 committee members, H.Specht, E.Cleary, E.Clark, S.Raffer, F.Manning, J.Jäger	1.75
(14) Staff members in each school review final objectives		5/31/77	Goal Indicators & Objectives members	.25
(15) Planning Board approves objectives		6/2/77	S.Raffer, E.Clark	.25
(16) Board of Education approves objectives		6/13/77	S.Raffer, E.Clark	.25

PROBLEM-SOLVING DESIGNS

DISTRICT WORKSHOP FLOW

Problem identification from the 3/29 Workshop

1. Identifying the Problem
   K-2 Homework, Vacation, Daily Absence

2. Diagnosing the Problem
   When should homework be given (individual or group)
   Amount (individual)
   Time element
   Completion and non-completion
   Who completes the assignment? Parent-child
   Teacher determined or School Policy

3. Considering Alternatives
   Allowing class rime and/or home time
   Individual classroom help - teacher or student
   Directed parental assistance
   Need for effective punishment which is consistent
   Need for positive attempt to change image
   Need for effective standards which are consistent

Who is affected?
   faculty-staff
   student body
   innocent peers
   younger students who are affected by example
   followers
   parents
   school's reputation
   property
   themselves
   learning
   extra-curricular activities (program)

Who is causing it?
   society's values
   combination of individuals
   parents
   class size
   faculty-staff
   "earned" reputation
   ineffective disciplinary measures
   class history profile
   7th grade syndrome
   physiological changes

Who can cover the areas?
   Someone to man cafeteria study would be the greatest need.

Cafeteria for study
   Must be productive

Problem identification from the 3/29 Workshop

3-4

1. Identifying the Problem

Meeting individual needs of each child
Discipline on the playground and in the classroom
Respect for self and others

2. Diagnosing the Problem

Need to establish a policy for better discipline. Everyone must be aware of it for follow up . . . the children, teachers, custodians, community, all who are affected including staff and administration
Citizenship values become undermined

Causes - Community - home, school, policy

Lack of consistency
Unsureness of expectation and follow-up
Children put in situations they are unable to handle
Lack of respect for others
Need for more parental guidance

Social Problem

School problem
Citizenship problem
Community problem
Out of school, parental supervision

3. Alternatives

Adopt a definite school policy, follow through
Communication of policy with children and home
Cooperation on part of all staff for all students

Problem Identification from the 3/29 Workshop

5-6

1. Identifying the Problem

Lack of time during the day for Unit to meet and communicate
a. All know of the child having a problem but no meeting time to rectify it.

b. Schedules do not coincide to allow this.

Considering Alternatives

To create meeting time the children perhaps could go to.....
library
learning center
cafeteria for study

children
decide - sign up
must be productive

Discipline
- a. Uniformity
- b. Personality differences

Meeting needs of children with different levels of ability
- a. Individualization
- b. Expectations of teachers for that student
- c. Exchange information
  1. Techniques which have proved successful with certain individuals (sharing)

4th period fatigue - low interest level
Grouping - heterogeneous vs. homogeneous
Individualized vs. Traditional Instructional styles which cause the students to have to make quick shifts to adapt to the class

Possibility of a Guidance Dept.
Time when children can speak to someone and air their grievances.

Evaluation of current materials

Alternate 9th period activities
- a. Study period in cafeteria and free-up home room teachers for meetings in units
- b. Clubs for 5th and 6th grade - coin/stamp collecting, etc.
- c. Constructive time for students should be the emphasis
  1. Teachers must set "tone"
  2. Should be uniform in all home-rooms

2. Diagnosis of Problem selected - Lack of time during the school day for Unit to meet and communicate

- a. Lunch together
  1. Need time free of "shop" talk (not a well received suggestion)
- b. Times to meet
  1. Every 2 weeks (Insufficient in the beginning)
- c. Perhaps during chorus days when the bulk of the students are out to that activity (50 to 60 students in grades 5 and 6 would remain in the classrooms, however.)
- d. Early dismissal 1 day for unit meetings
  1. Perhaps the administration could look into the feasibility of this

3. Considering Alernatives
To create meeting time the children perhaps could go to....

library
learning center
cafeteria for study
children decide - sign up
must be productive

Planning Model for Determining In-Service Program Designs

I. Brainstorm for perceived needs (Jan. 22-Joe)
- A. Participants - all those effected
  1. Teachers
  2. Administrators
  3. Special Services, Librarian
  4. E.L.C. representative
- B. Follow-up
  1. Clarify items
  2. Group and classify

II. Set up committee (Jan. 22)
- A. Composition
  1. Grade level
  2. Administrator
  3. Special Services
- B. Selection procedure
  1. Request of I.D.L.
  2. Volunteers
  3. Effort made to include representatives of different views and social sub-groups within the school.
- C. Tasks
  1. Conduct survey
  2. Tabulate and report
  3. Identify resources
  4. Plan in-service
  5. Evaluate

III. Committee prepares survey from brainstorming information
- A. Determine form for data collection
  1. Rating scale
  2. Prioritize perceived needs
  3. Matrix to determine groupings of perceived needs
- B. Write items for survey
  1. General items
  2. Specific items within general topics

IV. Administer survey

V. Analyze survey and report to staff

VI. Organize in-service
- A. Develop philosophy of in-service in Mendham Twp. Elementary
  1. Look at prioritized needs with respect to philosophy
  2. Components of philosophy that may need to be brought to awareness.
- B. Determine time available
  1. Early dismissal
  2. After school
  3. Other

C. Identify resources
   1. Within district
   2. E.I.C.
   3. Other
D. Cost analysis
   (Consultant in school vs. out of school workshops)
E. Plan evaluation procedures

VII. Conduct in-service

VIII. Evaluate

IX. Report

X. Recycle

Suggested Topics for Professional Day on January 22, 1976

Individualizing Instruction

Classroom Management systems

Grouping for needs

Awareness of E.I.C. as Resource Center

Mainstreaming

Resource room materials

Reading games

Classroom activities for skill development

Bicentennial activities

Sharing of ideas that work

Incorporation of arts in skill areas

Vocational Training

Career Awareness

Affective Education

Learning and thinking styles -- diagnosis and prescription

Awareness of National Parks as a teaching resource

Result of brainstorming session
Staff practiced these perceived needs.

STRATEGY: Agenda Board, Tarcila Sutterly, Myschool, Inc.

PURPOSE: To facilitate open discussion at staff meetings.

PROCEDURE:

- Hang a chalkboard in central place (teachers' room, office, next to mailboxes, etc.)
- At any time during the week teachers jot down items of interest to them (only items appropriate for whole staff discussion)
- At the actual meeting each teacher acknowledges the topic written and introduces it to the group.
- When the "owner" of the topic is satisfied with the discussion, time is called.
- A maximum time limit is set for each item (usually 5 min.).
- The format for discussion is designated by the topic-owner (ex.: Brainstorming or question and answer)
- A period of 30 - 45 minutes is specifically designated for the "Agenda Board" at each meeting.

APPENDIX E: CASE STUDY RECORDS

CHECKLISTS, ROLE DESCRIPTIONS, RECORD-KEEPING NARRATIVES, PROFILES MAINTAINED BY IDL PARTICIPANTS.

- Progress Rating Scale of IDL Sessions
- Checklist of IDL-Related Activities
- IDL-Related Role Behaviors
- Record-Keeping Narrative
- Outcome Profile #1
- Outcome Profile #2
- Behavior Checklist
- Profile: Me as an Effective Change Agent, #1-5
- Role Definition

Progress Rating Scale
of IDL Sessions

INSTRUCTIONAL DEVELOPMENT LEADERSHIP PROGRAM

RATING OF GROUP PLANNING MEETINGS

Instructions: Circle the number on each scale which comes closest to being your assessment of the planning meeting just completed.

O = Sept. '75 X = Sept. '77

1. How clear were you about your membership role in IDL sessions?

		O		X
1	2	3	4	5
Completely confused		Clear on some things confused about others		Completely clear

Comments: The membership role and interaction was to me key to the success of the IDL program...almost like that bottom building block that became strong and allowed the rest to happen.

2. How completely did you share your ideas at the meetings?

			O	X
1	2	3	4	5
I did not share any of my ideas		I shared about half of my ideas		I completely shared every idea that occurred to me.

Comments: Support and understanding made this easy for me.

3. To what extent were your efforts to influence the meetings successful?

			O	X
1	2	3	4	5
Nothing I did had any influence on the group		About half of my attempts influenced the group		I strongly influenced the group every time I tried

Comments I believe all of us strongly influenced the group - because of the strong trust levels and caring the group built together.

4. How clearly did you communicate your positive and negative feelings when you were aware of them?

1	2	3	4	5
	O		X	

Not at all-- no one knows how I was feeling

I communicated to clearly half of the time

Completely clear to everyone.

Comments Again - the trust level permitted this.

5. How clear were you about how others were feeling in the group?

1	2	3	4	5
	O		X	

I had no idea how anyone felt

I was clear about half of the group

I knew exactly everyone felt

Comments This changed and moved as we became closer in the group.

6. To what extent did the team benefit from the unique contribution of each person in it? (By virtue of his role in the system, training, experience, etc.)

1	2	3	4	5
		O		X

Not at all- no real benefit from anyone

About 50-50

Completely-- benefited from everyone in the group as much as possible

Comments Real plus of the group.

7. To what extent did the team work at discovering how your unique background and role could contribute to what was going on?

1	2	3	4	5
			O	X

They didn't find out anything about me that would have helped

They got about half of the contribution I could have made

They found out everything about me that could be of any help

Comments

8. How productive was the work of the group?

1	2	3	O 4	X 5
Completely unproductive--nothing worthwhile		About half as productive as we could have been		Very productive-as much as possibly could have been done

Comments Increased planning skills demonstrated

9. How creative were the plans produced? (For example, actively testing and building on each other's ideas)

1	2	3	O 4	X 5
Not creative at all--the plan came out of the lowest common denominator of ideas from the group		About 50-50		Extremely creative plan--is better than anyone could have come up with alone

Even the bus trip !! (consensus)

Checklist of IDL
Related Activities

To: Joseph Pascarelli

From: IDL Member

Subject: IDL Related Activities

Below please find a list of IDL Related Activities:

Conducted workshop on problem-solving, 10/76

Planned workshop on problem solving in conjunction with Supt. and Resource Teacher, 9/76

Changed discipline policy, 7-8/77

Assisted in selection of Social Studies test, grade 7, 9/77

Facilitated workshop - Tinker Toys portion, 10/77

Planned workshop for 10/77 with Supt., EIC consultant, and Resource Teacher

Consulted with EIC-NW on workshop, 10/77

Developed community awareness of new Social Studies curriculum, 1/76

Influenced selection of lower grade Social Studies program, 3/77

Sought advise on needs assessment techniques, 3/77 to date

Planned organizational schedule for Grades K-8, 7/77

Linked administration to other groups on discipline committee, 7-8/77

Risked opinion contrary to group on discipline report to community, 9/77

Risked humor to lighten negative group situation, 10/77

Facilitated meeting with community group, 9/77

Experimented with brainstorming in classroom - ongoing

Made decision to support PATL (NDN Project), 4/76 to present

Discontinued point system through work with discipline committee

Related to M.L. in planning and brainstorming on various projects, ideas, etc.

Organized student council structure, 9/76

TO: Joseph Pascarelli, Educational Planner
FROM: IDL Member October 7, 1977

PROFESSIONAL ACTIVITIES

PROJECT MANAGER - T & E

Held awareness sessions with board and staff, 2/76 - 6/76

Organized committee of staff and community members (50 people) to work on goals and stay informed about T & E, 10/76 to present

Risked total staff involvement every step of the way. (communication channels always of primary importance)

Designed a step-by-step approach - all data kept and put on file (copies to County Office, EIC-NW and Superintendent)

Participated in State Department workshops, explaining how district is proceeding, 8/76, 2/77, 4/77

Assisted other T & E managers at formal meeting in school and in telephone conversations, 3/77 to present

Sought to link T & E to program development and make every step count in district planning.

Designed an in-service day involving total staff and dealing with T & E Basic Skills plus small teacher and program improvement workshops, 4/77

Organized key committees where committee members become staff spokespeople in relating what needs to be done in T & E. (example - faculty meetings run by each of these members), 6/76 to present

CHAIRPERSON - GIFTED AND TALENTED COMMITTEE

Established a committee of staff members and a board member who have worked together with much support and trust for each other and the program, 9/75 to present

Published a guidebook of 160 pages that is used by staff at many New Jersey Schools and by the New Jersey Department of Education as well, 1/76

Conducted an in-service workshop utilizing the skills of the staff committee in involving the entire K-6 staff in learning about the gifted, 2/76

Recommended the establishing of New Jersey State Committee to review guidelines for gifted, 3/76

Met with State Committee as administrative representative, 3/77 - 6/77

Designed a program for the talented with built-in staff involvement and evaluation, 9/76 - 6/77

CHAIRPERSON - GIFTED AND TALENTED COMMITTEE (continued)

Met with board and administration to review and alter program following committee recommendation, 6/77

Assisted in selecting teacher for talented in district, 7/77

Worked as a consultant at EIC-NW workshop for gifted, 7/77

Assisted in screening process for gifted for the State Department of Education, 8/77

Organized parent meeting (100 people) for parents of youngsters selected for gifted program, 10/77

AS PRINCIPAL

Sought to establish an open, caring, and enthusiastic atmosphere with teachers, students, and parents.

Started a "lunch with your principal" program for the students.

Shared thoughts and feelings with staff, encouraging staff input, criticism, and suggestions.

Built pride and morale at school (see assessment results)

Made a decision to involve students in responsible tasks at school.

Accepted and encouraged ideas for improved programs, mini-grants, and alternative teaching techniques.

Worked along with parents on school-based projects.

Planned the Tire Playground Project for 1978 (involving community, teachers, and children).

Encouraged attendance at workshops, in-service and college courses by staff.

Opened communication with Special Services Staff.

Reviewed Reading Program and assisted teachers in selecting materials and individualizing where necessary.

Encouraged use of library and borrowing of free materials from EIC-NW and museum.

As a result of IDL, I have been able to:

1. Plan activities with greater effectiveness
2. Plan with greater democratic participation
3. Become involved in true consensus activities
4. "Diffuse" emotional battles - resolve conflicts
5. Communicate more effectively
6. Understand group functions
7. Relate to people
8. Become more open

As a result of IDL, my district will be:

1. Producing a comprehensive calendar of events, activities, and deadline dates
2. Be involved in an aspect of long-range planning
3. Entering a community building activity related to T & E
4. Receiving additional grant monies
5. Moving toward a structural inservice activity on a monthly basis
6. Trying to write a Title III proposal

TO: Joe Pascarelli

FROM: IDL Team (Principal and Resource Teacher)

As a result of IDL, my District has been able to:

1. Conduct inservice workshops
2. Utilize EIC-NW - now more fully
3. Set community goals
4. Begin T & E process before implemented or funded
5. Assess student needs
6. Develop alternate strategies
7. Work on a process for improvement based on IDL philosophy

As a result of IDL, my District will be able to:

1. Develop more effective communications - especially staff
2. Develop staff community
3. Develop a positive attitude toward learning and students as individuals through PATL

TITLE: SETTING CONDITIONS FOR CREATIVE TEACHING

THE ROLE OF THE ADMINISTRATOR:					
1. Lets teachers know that he respects creativity and creative teaching.		1/6	1/14	2/11	2/24
2. Uses some regular system to obtain teachers' ideas.	12/18	1/5	1/8	2/23	5/8
3. Tolerates disagreement with his ideas.	12/19	1/8	1/9	2/3	2/10
4. Encourages experimentation.	1/7	1/7	1/29	2/27	4/2
5. Avoids loading teachers with too many extra duties.	-	-	-	-	-
6. Makes it possible to try out new ideas without failure being "fatal".	1/8	1/13	2/17	2/24	3/10
7. Makes school atmosphere an exciting, adventurous one.	1/6	1/8	2/23	3/15	4/26
8. Avoids overemphasis on teamwork.	1/8	2/6	3/5		
9. Holds meetings in which ideas are evaluated honestly.	12/17	1/15	2/11	3/10	4/28
10. Helps develop sound but exciting ideas from failure experiences.	1/7	1/21	2/25	5/5	
11. Exposes teachers to the creative work of other teachers.	12/22	1/6	1/24	1/15	1/20
12. Makes it easy for new teachers to generate new ideas and stimulate the staff.	1/14	2/2	3/1	4/5	
13. Facilitates communication between teachers in his school and teachers elsewhere working on related problems.	12/17 12/15	1/14	2/11	3/17	4/7
14. Occassionally questions established concepts and practices.	12/19	1/8	1/22	2/10	3/9
15. Carries on a continuous program of long-range planning.	1/15	2/6	3/17	4/7	5/5
16. Recognizes and tries to relieve tension when frustration becomes too severe.	1/7	2/14	3/17	4/7	
17. Maintains frequent communication with individual teachers but lets them make most decisions alone.	12/22	1/5	1/12	1/19	1/26

SETTING CONDITIONS FOR CREATIVE TEACHING (From Smith, 1975)

1. Lets teachers know creativity and creative teaching is respected:

I've tried to do this by:

1. discussing projects - programs - lessons with teachers.
2. visiting classrooms casually and often - and responding to all invitations to visit.
3. giving praise and encouragement and support to teachers.

I do think that more should be done in this area by the administrator. Acting as a resource person, ideas for creative teaching can be given to the teacher as well as information about workshops. Faculty meetings can be used to discuss ideas about creativity. A principal can really be most instrumental in the type of atmosphere and teaching taking place in a school.

2. Uses some regular system to obtain teachers' ideas:

1. as part of evaluation discussion we have discussed ideas from teachers and myself for new programs.
2. at some faculty meetings teacher ideas are part of agenda.
3. open door policy and trust building between teachers and myself.
4. written evaluation of school at end of the year in two parts: check list (from School Climate) and sheet reacting to present programs and asking for suggestions for new programs.

3. Tolerates disagreement with my ideas:

I disagree with the word tolerates as being too negative and not really wanting disagreement. I think "Respects disagreement" is better - I have eliminated by original plan becuase of disagreement and I have also often compromised - but I also like to formulate the original plan with my staff and then it becomes our plan and our ideas that are altered or that work well.

4. Encourages experimentation:

1. trying Learning Centers in classrooms.
2. having school regroup to work on draft activities for Bicentennial.
3. permitting flexible lesson plans - individualization, etc. (Although something like lesson plans never meant that much to me - teachers tend to get very uptight - and need to be constantly reassured that they are not that important).

5. Avoids loading teachers with too many extra duties:

In a small school this is difficult. There are district-wide committees - and before you know it everyone is very involved.

Before I came there was one teacher who seemed to do everything plus!! I redistributed tasks - a little for all and this was better.

Just in general there is a great deal of paperwork with teaching that I try to cut down on for the teachers.

6. Makes it possible to try out new ideas without failure of being "fatal":

This seems to be basically involving attitude and trust. I encourage experimentation - and alterations - compromises or just eliminating an idea when necessary.

7. Makes school atmosphere an exciting adventurous one:

1. a warm school climate
2. openness with kids by teachers, administrators, parents
3. planning together
4. Parent Volunteer Program
5. field trips, speakers
6. talented program

8. Avoids overemphasis on teamwork:

Respecting uniqueness - individuality.

9. Holds meetings in which ideas evaluated honestly:

1. Parent Volunteers - brainstormed need for volunteers - work they could do - problems that might arise
2. Kindergarten Screening Program -
voted on program (all teachers involved participated) discussed ways to make it work, etc.
3. Talented -
good level of honesty will all committee members established

11. Exposes teachers to the creative work of other teachers:

Faculty meetings were held during which other staff members from the school system met with my faculty and discussed contracting, individualization, the infant school in England.

12. Makes it easy for new teachers to generate new ideas and stimulate the staff:

Again, I feel community building is most important and must come first. I tried to encourage a "working together" atmosphere that would lead to generating new ideas.

#13 and #11 are similar I feel

Also working on district committees - on the talented and Kindergarten screening proves invaluable in teacher sharing.

14. Occassionally questions established concepts and practices:

1. Did this in regard to retaining a first grader - it seems that policies are established that most people don't really follow because "waves" could be created.

2. Voiced my negative opinion about some playground equipment I felt was potentially dangerous.

15. Carries on a continuous program of long-range planning:

T & E

16. Recognizes and tries to relieve tension when frustration becomes too severe:

1. through meetings to discuss problems when problems are still small.

2. individual discussions.

GROUP EFFECTIVENESS QUESTIONNAIRE AS IT APPLIES TO CHANGE ACTIVITIES

As you key in to incidents in which you functioned as a change agent, use these items to stimulate your thinking concerning the experience.

Problem Area: Setting up a Community School and Recreational facilities for the children of the district.

Comments: The project went along very well and was organized for K through Adult programs.

Participants/Members We were an advisory board to the Town Board of Education (Director; P.S. Principal; Board Members; Myself; Parent)

Outcome Goal(s): The project was in effect 2 years then stopped because of a drop in the school budget.

1. Goals of the meeting

Poor: 1 2 3 4 (5) Good:

(unclear: diverse, conflicting: unacceptable) (clear; shared by all; endorsed with enthusiasm)

2. Participation in the meeting

Poor: 1 2 3 (4) 5 Good:

(few dominate; some passive; some not listened to; several talk at once or interrupt) (all get in; all are really listened to; open and lively discussion)

3. Leadership of the meeting

Poor: 1 2 3 4 (5) Good:

(group needs for leadership not met; group depends too much on one or a few persons; no direction or no leadership) (a sense of direction; leaders allowed to emerge as needs for leadership arise; everyone feels free to volunteer to lead)

4. Decisions made during the meeting

Poor: 1 2 3 (4) 5 Good:

(no decisions were made: decisions were made to which I feel uncommitted: bad decisions were made) (good decisions were made; everyone felt a part of the decision-making process; people feel committed to the decision)

5. Your feelings during the meeting

Poor: 1 2 3 4 (5) Good:

(I was unable to express my feelings; my feelings were ignored; my feelings were criticized)

(I freely expressed my feelings; I felt understood; I felt support from the participants)

6. Organization of the meeting

Poor: 1 2 3 (4) 5 Good:

(It was chaotic; it was too tightly controlled; very poorly done; I felt Manipulated)

(It was very well organized; it was flexible enough so we were able to influence it; all went smoothly)

7. Relationship among meeting participants

Poor: 1 2 3 4 (5) Good:

(My relationship with them is the same as before; I feel antagonistic towards many of them; I don't trust them; there is little potential for a future relationship)

(Our relationship is much improved; I trust them more than I did prior to the session; I feel I got to know and understand many of them better; there is good potential for the future)

8. Attitude about the meeting

Poor: 1 2 3 4 (5) Good:

(Boring; it was a waste of time; I don't like the way it was presented; disliked it)

(Interesting; was helpful; liked it)

9. Content of themeeting

Poor: 1 2 3 (4) 5 Good:

(Uninstructional; did not learn much, not informative; too much process, not enough content)

(Learned a lot; was informative; I'll be able to use the content; content appropriate to our needs)

10. Productivity of themeeting

Poor: 1 2 3 4 (5) Good:

(Didn't accomplish much; no useful ideas emerged; it got us nowhere)

(Got a lot done; very fruitful; something will come of this session)

My view of myself during the session As an educator I felt very capable of handling the curriculum committee and worked with a board member.

My view of others during the session The director was very ambitious; the principal didn't put forth as much vitality as the others. The parents were great - especially in getting questionnaires and fund raising.

That which I'd like to recapture from the session The amount of diverse attitudes that could be put together to get the project off the ground and into action.

That which I'd like to improve The interest of other members of the community to realize how much people do for them.

What I learned from the experience That every opportunity should be seized even if it will be short-lived. Some good will come of it.

GROUP EFFECTIVENESS QUESTIONNAIRE AS IT APPLIES TO CHANGE ACTIVITIES

As you key in to incidents in which you functioned as a change agent, use these items to stimulate your thinking concerning the experience.

Problem Area: Working with a large group, for a short time on very general goals.

Comments: I had no previous knowledge of the membership.

Participants/Members Fifty pre-school teachers and child care center directors.

Outcome Goal(s): To have each person leave with a new view of the learning process and a new approach to use "on Monday".

1. Goals of the meeting

started went to

Poor: 1 (2) 3 4 (5) Good:

(unclear: diverse, conflicting: unacceptable) (clear; shared by all; endorsed with enthusiasm)

2. Participation in the meeting

Poor: 1 2 3 4 (5) Good:

(few dominate; some passive; some not listened to; several talk at once or interrupt) (all get in; all are really listened to; open and lively discussion)

3. Leadership of the meeting

Poor: 1 2 3 (4) 5 Good:

(group needs for leadership not met; group depends too much on one or a few persons; no direction or no leadership) (a sense of direction; leaders allowed to emerge as needs for leadership arise; everyone feels free to volunteer to lead)

4. Decisions made during the meeting

Poor: 1 2 3 4 (5) Good:

(no decisions were made: decisions were made to which I feel uncommitted: bad decisions were made) (good decisions were made; everyone felt a part of the decision-making process; people feel committed to the decision)

5. Your feelings during the meeting

Much more than usual.

Poor: 1 2 3 4 (5) Good:

(I was unable to express my feelings; my feelings were ignored; my feelings were criticized)

(I freely expressed my feelings; I felt understood; I felt support from the participants)

6. Organization of the meeting

Poor: 1 2 3 4 (5) Good:

(It was chaotic; it was too tightly controlled; very poorly done; I felt Manipulated)

(It was very well organized; it was flexible enough so we were able to influence it; all went smoothly)

7. Relationship among meeting participants

Three have called since.

Poor: 1 2 3 4 (5) Good:

(My relationship with them is the same as before; I feel antagonistic towards many of them; I don't trust them; there is little potential for a future relationship)

(Our relationship is much improved; I trust them more than I did prior to the session; I feel I got to know and understand many of them better; there is good potential for the future)

8. Attitude about the meeting

Poor: 1 2 3 4 (5) Good:

(Boring; it was a waste of time; I don't like the way it was presented; disliked it)

(Interesting; was helpful; liked it)

9. Content of themeeting

Was new to everyone

Poor: 1 2 3 4 (5) Good:

(Uninstructional; did not learn much, not informative; too much process, not enough content)

(Learned a lot; was informative; I'll be able to use the content; content appropriate to our needs)

10. Productivity of themeeting

Poor: 1 2 3 4 (5) Good:

(Didn't accomplish much; no useful ideas emerged; it got us nowhere)

(Got a lot done; very fruitful; something will come of this session)

My view of myself during the session Couldn't have been better!

My view of others during the session They were eager and enthusiastic. They seened willing and able to suspend judgement until the end of the session.

That which I'd like to recapture from the session Eagerness to experiment and explore together the mysteries and wonders of children.

That which I'd like to improve Really nothing from this experience.

What I learned from the experience This experience restored my faith in "staying simple."

GROUP EFFECTIVENESS QUESTIONNAIRE AS IT APPLIES TO CHANGE ACTIVITIES

As you key in to incidents in which you functioned as a change agent, use these items to stimulate your thinking concerning the experience.

Problem Area: Procedures to follow: T&E 1977-78 with continued staff involvement and support: Indicators and Objectives.

Comments: Concern whether staff would continue support and acceptance.

Participants/Members Goal Indicators & Objectives Committee (1 teacher represents each school K-5 (5) 3PV 3PTHS - includes 1 coordinator 1 dept. chairman Ass't. Supt, 2 teachers from Planning Board, 1 principal.

Outcome Goal(s): To develop method of sharing indicators with total staff for approval and get list of evaluating tools for each indicator - year goal - to write objectives for each goal.

1. Goals of the meeting

Poor: 1 2 3 4 (5) Good:

(unclear: diverse, conflicting: unacceptable) (clear; shared by all; endorsed with enthusiasm)

2. Participation in the meeting

Poor: 1 2 3 (4) 5 Good:

(few dominate; some passive; some not listened to; several talk at once or interrupt) (all get in; all are really listened to; open and lively discussion)

3. Leadership of the meeting

Poor: 1 2 3 4 (5) Good:

(group needs for leadership not met; group depends too much on one or a few persons; no direction or no leadership) (a sense of direction; leaders allowed to emerge as needs for leadership arise; everyone feels free to volunteer to lead)

4. Decisions made during the meeting

Poor: 1 2 3 4 (5) Good:

(no decisions were made: decisions were made to which I feel uncommitted: bad decisions were made) (good decisions were made; everyone felt a part of the decision-making process; people feel committed to the decision)

5. Your feelings during the meeting

Poor: 1 2 3 (4) 5 Good:

(I was unable to express my feelings; my feelings were ignored; my feelings were criticized)

(I freely expressed my feelings; I felt understood; I felt support from the participants)

6. Organization of the meeting

Poor: 1 2 3 4 (5) Good:

(It was chaotic; it was too tightly controlled; very poorly done; I felt Manipulated)

(It was very well organized; it was flexible enough so we were able to influence it; all went smoothly)

7. Relationship among meeting participants

Poor: 1 2 3 4 (5) Good:

(My relationship with them is the same as before; I feel antagonistic towards many of them; I don't trust them; there is little potential for a future relationship)

(Our relationship is much improved; I trust them more than I did prior to the session; I feel I got to know and understand many of them better; there is good potential for the future)

8. Attitude about the meeting

Poor: 1 2 3 (4) 5 Good:

(Boring; it was a waste of time; I don't like the way it was presented; disliked it)

(Interesting; was helpful; liked it)

9. Content of themeeting

Poor: 1 2 3 4 (5) Good:

(Uninstructional; did not learn much, not informative; too much process, not enough content)

(Learned a lot; was informative; I'll be able to use the content; content appropriate to our needs)

10. Productivity of themeeting

Poor: 1 2 3 4 (5) Good:

(Didn't accomplish much; no useful ideas emerged; it got us nowhere)

(Got a lot done; very fruitful; something will come of this session)

My view of myself during the session Very comfortable after initial warm response from others... when a member arrived late I tensed up was more "On guard" - this member tends to request "what is the law" answers - I feel I must be on guard always with this person.

My view of others during the session Much support - from all sections represented - much praise of the work done which made me warm to these people even more - First meeting since May - good feeling as I recognized the gorup works as a team.

That which I'd like to recapture from the session The way individual members offered good planning suggestions - it was d-cided each person would present indicators at a faculty meeting after a letter from me to staff.

That which I'd like to improve My "on guard" relationship with one member.

What I learned from the experience That good careful organization and real involvement of others pays off with meaningful rappor and result.

GROUP EFFECTIVENESS QUESTIONNAIRE AS IT APPLIES TO CHANGE ACTIVITIES

As you key in to incidents in which you functioned as a change agent, use these items to stimulate your thinking concerning the experience.

Problem Area: Have an in-service workshop that the staff viewed as productive.

Comments: _____

Participants/Members Superintendent, Resource Consultant, Faculty.

Outcome Goal(s): Community Building

Positive feeling of having accomplished something concrete.

1. Goals of the meeting

Poor: 1 2 3 (4) 5 Good:

(unclear: diverse, conflicting: unacceptable) (clear; shared by all; endorsed with enthusiasm)

2. Participation in the meeting

Poor: 1 2 (3) 4 5 Good:

(few dominate; some passive; some not listened to; several talk at once or interrupt) (all get in; all are really listened to; open and lively discussion)

3. Leadership of the meeting

Poor: 1 2 3 4 (5) Good:

(group needs for leadership not met; group depends too much on one or a few persons; no direction or no leadership) (a sense of direction; leaders allowed to emerge as needs for leadership arise; everyone feels free to volunteer to lead)

4. Decisions made during the meeting

Poor: 1 2 3 (4) 5 Good:

(no decisions were made: decisions were made to which I feel uncommitted: bad decisions were made) (good decisions were made; everyone felt a part of the decision-making process; people feel committed to the decision)

5. Your feelings during the meeting

Poor: 1 2 3 4 (5) Good:

(I was unable to express my feelings; my feelings were ignored; my feelings were criticized)

(I freely expressed my feelings; I felt understood; I felt support from the participants)

6. Organization of the meeting

Poor: 1 2 3 4 (5) Good:

(It was chaotic; it was too tightly controlled; very poorly done; I felt Manipulated)

(It was very well organized; it was flexible enough so we were able to influence it; all went smoothly)

7. Relationship among meeting participants

Poor: 1 2 3 (4) 5 Good:

(My relationship with them is the same as before; I feel antagonistic towards many of them; I don't trust them; there is little potential for a future relationship)

(Our relationship is much improved; I trust them more than I did prior to the session; I feel I got to know and understand many of them better; there is good potential for the future)

8. Attitude about the meeting

Poor: 1 2 3 (4) 5 Good:

(Boring; it was a waste of time; I don't like the way it was presented; disliked it)

(Interesting; was helpful; liked it)

9. Content of themeeting

Poor: 1 2 3 (4) 5 Good:

(Uninstructional; did not learn much, not informative; too much process, not enough content)

(Learned a lot; was informative; I'll be able to use the content; content appropriate to our needs)

10. Productivity of themeeting

Poor: 1 2 3 (4) 5 Good:

(Didn't accomplish much; no useful ideas emerged; it got us nowhere)

(Got a lot done; very fruitful; something will come of this session)

My view of myself during the session In role of facilitation - secure, confident curious.

My view of others during the session Co-operative, generally more open than had expected them to be.

That which I'd like to recapture from the session Feeling of forward progress and accomplishment

That which I'd like to improve

What I learned from the experience Staff was ready for community-building.

Profile: Me as An Effective Change Agent #5

GROUP EFFECTIVENESS QUESTIONNAIRE AS IT APPLIES TO CHANGE ACTIVITIES

As you key in to incidents in which you functioned as a change agent, use these items to stimulate your thinking concerning the experience.

Problem Area: Real true staff involvement in our self renewal - a committment to Inservice.

Comments: In service programs were usually imposed upon staff after 1 - 2 at most 3 meetings.

Participants/Members Curriculum Director, Principals, teachers.

Outcome Goal(s): To plan and implement a real viable interesting purposeful inservice day which addressed the real interests of teachers.

1. Goals of the meeting

Poor: 1 2 3 4 (5) Good:
(unclear: diverse, conflicting: unacceptable) (clear; shared by all; endorsed with enthusiasm)

2. Participation in the meeting

Poor: 1 2 3 4 (5) Good:
(few dominate; some passive; some not listened to; several talk at once or interrupt) (all get in; all are really listened to; open and lively discussion)

3. Leadership of the meeting

Poor: 1 2 3 4 (5) Good:
(group needs for leadership not met; group depends too much on one or a few persons; no direction or no leadership) (a sense of direction; leaders allowed to emerge as needs for leadership arise; everyone feels free to volunteer to lead)

4. Decisions made during the meeting

Poor: 1 2 3 (4) 5 Good:
(no decisions were made: decisions were made to which I feel uncommitted: bad decisions were made) (good decisions were made; everyone felt a part of the decision-making process; people feel committed to the decision)

5. Your feelings during the meeting

Poor: 1 2 3 4 (5) Good:

(I was unable to express my feelings; my feelings were ignored; my feelings were criticized)

(I freely expressed my feelings; I felt understood; I felt support from the participants)

6. Organization of the meeting

Poor: 1 2 3 (4) 5 Good:

(It was chaotic; it was too tightly controlled; very poorly done; I felt Manipulated)

(It was very well organized; it was flexible enough so we were able to influence it; all went smoothly)

7. Relationship among meeting participants

Poor: 1 2 3 4 (5) Good:

(My relationship with them is the same as before; I feel antagonistic towards many of them; I don't trust them; there is little potential for a future relationship)

(Our relationship is much improved; I trust them more than I did prior to the session; I feel I got to know and understand many of them better; there is good potential for the future)

8. Attitude about the meeting

Poor: 1 2 3 4 (5) Good:

(Boring; it was a waste of time; I don't like the way it was presented; disliked it)

(Interesting; was helpful; liked it)

9. Content of themeeting

Poor: 1 2 3 4 (5) Good:

(Uninstructional; did not learn much, not informative; too much process, not enough content)

(Learned a lot; was informative; I'll be able to use the content; content appropriate to our needs)

10. Productivity of themeeting

Poor: 1 2 3 4 (5) Good:

(Didn't accomplish much; no useful ideas emerged; it got us nowhere)

(Got a lot done; very fruitful; something will come of this session)

My view of myself during the session Tone setter - executive secretary of group - participant - facilitative.

My view of others during the session Cooperative - interested - reserved - at time reserved.

That which I'd like to recapture from the session The session developed and evolved into a fine experience - resulting with commitments and a division of leadership for the inservice day.

That which I'd like to improve More trust building is needed.

What I learned from the experience Leadership can be low key - organization is necessary but one doesn't need to have a gavel to orchestra a good meeting.

Role Definition

BOARD OF EDUCATION

BOROUGH OF WANAQUE

WANAQUE, NEW JERSEY 07465

INISTRATIVE ASSISTANT
O SUPERINTENDENT
LADYS RHINESMITH

RRICULUM COORDINATOR
GEORGE ANDRUSIN

JOHN R. ANSMAN
SUPERINTENDENT OF SCHOOLS

MARY SWEENEY
BOARD SECRETARY

OFFICE OF THE SUPERINTENDENT
PHONE: 835-8201

OFFICE OF THE SECRETARY
PHONE: 835-8201

May 10, 1976

Mr. Joseph Pascarelli
EIC-NW
Halko Drive
Cedar Knolls, NJ 07927

Dear Joe:

I thought last Thursdays meeting was positive. It was exciting, invigorating and interesting. The message of IDL was well told. There seemed to be an almost magical blending of all the ingredients which produced a feast for any educational gourmet.

The charts illustrating the IDL activities at St. Mary's and Madison prompted some thinking. Previously, I submitted a listing of my activities to the Superintendent. I simply expanded this list to include a notation of those activities related to IDL and EIC. Enclosed is the new listing which I want to share with you.

Regards,

George Andrusin
Director of Curriculum
and Special Services

GA:ds
Enclosure

TASKS OF THE DIRECTOR OF CURRICULUM AND SPECIAL SERVICES

1. Offer opportunities for self improvement and the increased effectiveness of teachers.

   *A. Plan January 30th Inservice

   *B. Plan March 4th Regional Inservice

   C. Plan Dr. Flood's visit in May

   *D. Plan Communications Workshop

   *E. Share information about workshops, programs, courses and summer activities with staff

   F. Share materials, books, magazines, pamphlets and other published materials with staff

   *G. Provide resource information to staff

   H. Produce a monthly copy of Curriculum Concerns which contains articles of interest to teachers

   I. Visit teachers and classrooms to discuss activities, give suggestions and share ideas

   *J. Conduct mini-teacher centers

   *K. Ascertain workshop resources from EIC-NW and their IDL program

2. Provide information to the Board and Community concerning educational programs and activities in the schools.

   A. Encourage curriculum presentations to workshops

   *B. Promote PTA and special education parent meetings

   *C. Provide speakers, panels, etc. for PTA meetings using EIC and other resources

   D. Promote displays, activities, performances, science fairs, etc. to highlight our students and their activities.

   *E. Aided in the preparation of materials that would match the community context profile requirements of the T & E Process

3. Communicate with public and other professionals

   A. Encourage positive press releases

   B. Mail periodic information materials to neighboring districts

   *C. Communicate with the colleges and EIC concerning our district

   D. Serve on professional committees to promote district's image, ie., Phi Delta Kappa, Ramapo College, and Regional Teacher Training Evaluation Meetings

   E. Speak to groups - ie., Columbia University Graduate Class, Rutgers University Class, State PTA Convention, County PTA Board of Managers Meetings

   F. Write professional articles ie., Montclair Educational Review, and Teacher magazine

   *G. Conduct workshops in Pompton Plains, Sussex County

4. Facilitate Activities

   A. Provide leadership for Child Study Team

   B. Formulate actions related to Child Study Team

   C. Meet with Team, Administrators and teachers to discuss special education concerns

   *D. Meet with committees, administrators, and teachers on matters of curriculum

   E. Provide resource materials for staff

   F. Advise librarians concerning purchases

   G. Review test data with staff

   H. Conduct meetings to promote the improvement of instruction

   *I. Plan educational activities with staff

   J. React to state, county and district reports

   *K. File for grants, special projects, etc.

      1) Interning for Learning
      2) Strategies in Early Childhood Education
      3) Bilingual Education

*L. Provide ways and methods of committee members to express and prioritize needs, wants and interests

*M. Provide for faculty members to assume leadership roles in educational activities related to Interning for Learning, Mini-Teacher Center and Inservice Workshops

*N. Aid in having four teachers trained in Strategies in Early Childhood Education

5. Communicate with other public

A. Facilitate visits from books, audio visual, and educational publishers

*B. Establish communications among districts, agencies, schools and other groups related to the district

*C. Attempts to establish meaningful articulation among Ringwood, Wanaque and Lakeland as well as St. Francis

D. Attempt to establish more effective relationships with the County Office

6. Activities in Innovation

A. Work with the County in establishing a county Interning for Learning Center

*B. Establish meaningful PTA and parent activities

*C. Establish an alive Saturday Morning Enrichment Program

*D. Establish mini-teacher centers

*E. Cooperate with EIC in Instructional Development Leadership Program

*Items are influenced by my experiences in the IDL program at EIC.